DOCUMENT RESUME

ED 442 690 SO 031 545

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|---|---|
| AUTHOR | Shumer, Robert; Treacy, Ann; Hengel, Madeleine S.; O'Donnell, Lily |
| TITLE | Recent Dissertations on Service and Service-Learning Topics. |
| INSTITUTION | Minnesota Univ., St. Paul. National Service-Learning Cooperative Clearinghouse. |
| SPONS AGENCY | Corporation for National Service. |
| PUB DATE | 1999-01-00 |
| NOTE | 70p. |
| CONTRACT | 98CAMN0001 |
| AVAILABLE FROM | National Service-Learning Cooperative Clearinghouse, University of Minnesota, R-460 Buford Avenue, St. Paul, MN 55108-6197; Tel: 800-808-7378. |
| PUB TYPE | Reference Materials - Bibliographies (131) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Abstracts; Annotated Bibliographies; Citizenship Education; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Literature Reviews; *Service Learning |

ABSTRACT

A brief literature review of dissertations from 1990 onward reveals that more than 110 studies have been completed on service and related topics. The intent of this literature review was to identify those academic studies. The collection of titles, authors, and abstract summaries presented focuses on the number and diversity of studies available. The review is divided into 16 chapters: (1) "Adult Service-Learning" (7 citations); (2) "Attitudes" (1 citation); (3) "Civic Education" (12 citations); (4) "Community Service" (29 citations); (5) "Disciplines" (7 citations); (6) "Diversity" (4 citations); (7) "Assessment Models" (29 citations); (8) "Personnel" (21 citations); (9) "Post-Secondary" (27 citations); (10) "Effects" (56 citations); (11) "Cross-Age Studies" (4 citations); (12) "Formal Schooling" (20 citations); (13) "Literature Reviews" (17 citations); (14) "Employment-Related Topics" (12 citations); (15) "Program Development" (12 citations); and (16) "Youth Development" (48 citations). Indexes are by authors, advisers, and universities. (BT)

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# Recent Dissertations on Service and Service-Learning Topics

**By**

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**January, 1999**

SO 031 545

**The Learn and Serve America National Service-Learning Clearinghouse is a collaborative project between the University of Minnesota and 12 other organizations and institutions, funded by the Corporation for National Service under Cooperative Agreement No. 98CAMN0001.**

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# INTRODUCTION

## Literature Review on Dissertations Related to Service and Service-Learning

Rumor has it that there is very little research on service and service-learning. A brief literature review of dissertations from 1990 onward revealed that over 110 studies have been completed on service and related topics. So much for the rumor!

Our intent in performing this literature review is to identify academic studies that have been completed in the past several years on issues related to service-learning. Covering a variety of interest areas and related topics, the National Service-Learning Clearinghouse is initially interested in identifying studies that add to the knowledge base on service-learning. The collection of titles, authors, and abstract summaries presented here is designed simply to inform the field of the number and diversity of studies available. We make no claims about the accuracy, integrity, value or strength of each work. That decision is left to the reader. We provide only information about the studies and where and how they can be obtained. We encourage you to seek out the researchers identified and to contact them for more information about the nature and content of the studies.

We anticipate that this compilation will be the first of several volumes on current dissertation work in American universities. We expect in future publications to actually review the material and make critical comments about the value of the contributions to the field of service-learning. We hope that by publishing this work we will encourage others who have completed studies or are designing and implementing dissertation research to contact us and share their projects with the Clearinghouse. We will do our best to make sure this information is circulated among and between service-learning professionals.

As you review this document, please feel free to send your comments to the Clearinghouse or discuss the work on our listserv. Access to our website, listserv and the 800 number to the Clearinghouse are listed on the cover of this document. Your feedback will help us determine what materials to include in future editions.

# How To Use This Document

This document is a preparatory draft of dissertation summaries written on or about topics in the field of service-learning. K-12 Education, higher education and community studies are included. Chapter headings were created using subject area keywords suggested in the dissertation abstracts and from topics addressed in patron calls to the National Service-Learning Clearinghouse. If you can't find your interest area on your first try, select another topic.

As you will determine by reviewing this document, many studies are cross-referenced and appear in many sections. Each entry is numbered consecutively throughout the document. If an item is mentioned more than once, the second number refers to the original citation where the abstract is located. Each dissertation is only abstracted once.

The Indices at the end of the document include several organizational schema. Dissertations are listed by adviser name, author name, or by the university/college from which it was written.

The "Acquiring Copies of Dissertations" page at the end of this document lists information about how to obtain a copy each study. UMI and ERIC are the most frequently referenced sources. The National Service-Learning Clearinghouse does not keep copies of all dissertations, and therefore cannot duplicate dissertations or provide information on their content, applicability or relevance to the field.

*We are actively soliciting comments and additions in order to make this a more useful document for practitioners, researchers and those who are planning and evaluating programs in service-learning.* Feel free to contact us at the Clearinghouse address listed on the cover with your responses.

Searches were completed for dissertations relating to service-learning and focusing on research done after 1990. *Dissertation Abstracts* was used to search the following terms: service-learning; experiential education; experiential learning; school to work; community service; civic education; and national service. The indices consist of what was found in the abstracts therefore omissions of adviser names or subject headings are a result of not being included in the original abstract.

***ERIC*** searches were done using the following terms: service-learning, experiential education, experiential learning, community service, civic education, and national service. See *How To Acquire Copies of Dissertations* on pg.48 for the addresses to Dissertation Abstracts and ERIC.

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# CHAPTER ONE

## *Adult Service-Learning*

## Adult Learning Topics

**1. Community Service By First Offenders: Ego Development Through Symbolic Restitution (Restitution)**
Hanson-Stone, Joann Marie
*Adviser: Robert D. Boyd*
1990
The University Of Wisconsin – Madison
330 Pages

This study investigated community service in prisons to evaluate the theory that the more positive the quality of the community service experience as perceived by both the defendant and the volunteer supervisor, the greater the impact on the defendant's ego identity. A group of 25 first time offenders participating in a service program in Wisconsin were interviewed and surveyed using Erik Erikson's epigenetic theory of personality.

Results indicate that there is no evidence that satisfaction is related to change in the strength of ego stage resolution. However, subsequent analysis indicate that more ego stages changed in a positive direction than negative. The employment of an epigenetic personality theory provided insights into adult learning and development through symbolic restitution.

**2. Factors Related To Community Service Satisfaction In Iowa**
Ge, Qinqin
*Adviser: Vern D. Ryan*
1993
Iowa State University
142 Pages

This study evaluated community service satisfaction as one aspect of quality of life in Iowa, using information collected in 18 community surveys conducted during the 1980s. A framework based on a systemic model that incorporates subjective, objective, micro, and macro models for analyzing individuals' evaluations of community services was developed.

Results show the importance of a person's age, community population size, population change, wealth, and the time when the survey was conducted on community service satisfaction. From a modeling perspective, variables used to consider both micro and macro levels of analysis were found to have joint effects on community service satisfaction.

**3. National Service, Citizenship, And Political Education (Civilian Conservation Corps)**
Gorham, Eric B.
*Adviser: Charles Anderson*
1990
The University Of Wisconsin – Madison
463 Pages

This study explored the idea that programs for national service ought to be grounded on considerations of political education, not political socialization, in order to instill citizenship. The Civilian Conservation Corps was investigated.

Results produce a theory of adult political education that may be appropriate in service-learning contexts and should address the problem that many service-learning programs fail to inculcate citizenship.

**4. The Role And Meaning Of Community Service In The Lives Of CEOs Of Major Corporations (Volunteering)**
Allen, Kerry Kenn
*Adviser: Neal Chalofsky*
1996
The George Washington University
467 Pages

This study explored the role of community service for chief executive officers of major corporations. Eight current or former CEOs were studied and interviewed.

Results show that CEOs' involvement in service is influenced by four factors: expectations of their company for such behavior; expectations inherent in the role of CEO; the CEO's personal values; and, the CEO's personal needs.

**5. Senior Citizen Involvement As Part Of A Functional School Community (Intergenerational, Adult Learning)**
Fini, Diane Elizabeth
*Adviser: Thomas Sobol*
1997
Columbia University Teachers College

This case study documented the formation of an action plan to increase senior citizens' involvement in a large suburban upstate New York school district. Surveys went out to 133 senior citizens and ten school principals regarding their experience and opinions on service-learning.

Results show that senior citizen involvement was at a minimally passive level. Senior citizens indicated that special events, being recipients of a service-learning project, and learning with students, were desired activities while volunteering was of low interest. Poor health was a prime factor in inhibiting volunteerism. To start an action plan to enhance senior citizen involvement within the school district, the study

suggests determining initial areas to consider, senior citizens' particular needs, and possible avenues leading to the development of a school district and senior citizen connection.

## Adult Education

**6. The New Jersey Youth Corps At Jersey City State College: A Case Study Of Urban Young Adult Dropouts In A Successful Second-Chance Program (Urban Education)**
Albornoz, Judith
*Adviser: Franceska Smith*
1996
Columbia University Teachers College
275 Pages

This case study examined a corps-type dropout retrieval program on the campus of an urban public college to see how students could be better served by adult educators. The program model includes employability skills, GED preparation, counseling and paid work experience in community service projects. Seventeen students, three graduates, five staff members, and four program planners were interviewed. Students were observed in a variety of settings. Document analysis provided background and context.

Results suggest that this program helped dropouts by reconnecting them to mainstream society. It built upon a developed trust. A stable staff created a program culture that instilled confidence and built self-esteem.

**7. The Socialization Of Medical Students In A Preventative Health Community Service Learning Experience**
Tarallo-Falk, Joellen
*Adviser: Jay P. Heubert*
Ed.D.
1995
Harvard University
269 Pages

This study examined medical students' perception of a service-learning program that promotes preventive health practice. Interviews, journals and papers, program evaluation data, and observations were used to determine the impact on medical students participating in "Partners in Health Education," a program at Dartmouth Medical School which places students in public schools to work with teachers on the delivery of health education and prevention programs.

Results show that participation affected students in three areas: communication skills, the use of developmentally appropriate health education strategies, and the recognition of social context as it relates to health and disease prevention. Students participated in service for three major reasons: to contribute to social action, for personal well-being, and for the educational experience. A framework explaining the links between service and the academic program, through applied and extended learning, is presented. The perception that service impact participants is discussed.

## CHAPTER TWO

### Attitudes

**8. The Community Service Mission Of The Private Liberal Arts College: A Study At Albion College (Private Education, Michigan)**
Lelle, Mark Allen
1996
Michigan State University
199 Pages

This study investigated service-learning at Albion College with an overview of the history of the service mission, a review of the Albion College literature, and a survey of Albion College faculty and administrators to determine their attitudes toward a community service mission.

Results show that private liberal arts colleges have always provided a public service by educating citizens for a democracy however, many private colleges have lost sight of their service origins. Respondents who were more connected to the community (i.e., married with children in the public schools and/or generous to local charitable organizations) were more likely to support a community service mission. Homeownership, residence in the community, and volunteer service did not affect respondents' attitudes. Administrators were more positive about the contributions of faculty and students than were faculty. However, faculty and respondents with four to twelve years of seniority were more supportive of allowing community access to college facilities, as were respondents who believed the community was an adequate or supportive environment for the college.

## CHAPTER THREE

### *Civic Education*

### Citizenship

**9. Construction Of An Instrument To Assess The Service Learning Model: Establishing Concurrent Validity And Internal Reliability (Community Service)**
Payne, Christopher Anthony
*Adviser: Nancy A. Scott*
1992
University Of Northern Colorado
216 Pages

This study investigated the existence of phases as identified by the Service Learning Model (Delve, Mintz, & Stewart, 1990). University of Northern Colorado students with no structured exposure to service-learning and Colorado State students involved in service-learning programs were surveyed to gage the affective, behavioral and cognitive ways in which students experience and understand responsible citizenry.

No significant relationship was observed between the phases of the test instrument and parallel learning modes as measured by the Learning-Styles Inventory. It was suggested that learning styles transcend the different ways to experience and understand what it is to be a responsible citizen therefore, do not provide an appropriate measure of concurrent validity. Differences in subjects were significant however, it was unclear if these differences were influenced by involvement in service-learning activities or personal variables such as age and class status. More research needs to be conducted before the Service-Learning Model can be empirically confirmed or rejected.

**10. Cultural Pluralism And Civic Education: Service-Learning Capacities In Prejudice Reduction And Social Development**
Snyder, David Wayne
*Adviser: John Hurst*
1997
University Of California, Berkeley
333 Pages

This study raised issues of how claims in civic ethics are adjudicated across cultural differences. A qualitative methodology using observations and interviews was used to gather data on a residential youth leadership development program of 42 youth whose backgrounds mirrored the diversity and complexity of American society. A close learning community emerged with elements of social capital (trust, reciprocity norms, and extended interpersonal networks). Investigation and comparisons with previous research proposed that community service activities and smaller scale cooperative and democratic educational approaches hold significant potential for resisting neo-tribal conflicts in our era. The study advised that working to involve youth together in common tasks may initially be easier to achieve than attempting to equitably measure and adjudicate longstanding historical conflicts. Encouraging engagement of sympathetic and equitable impulses and interests of youth in diverse cultural settings is advocated as a vital means for initiating valuable symbols of intercultural associations, enabling work toward a democratic and pluralist civic ethics in American society.

**11. The Effect Of Participation In School-Sponsored Community Service Programs On Student Attitudes Toward Social Responsibility**
Marks, Helen Marie
*Adviser: Valerie E. Lee*
1994
The University Of Michigan
260 Pages

This study investigates the impact of school and student characteristics, as well as school and student attitudes, on service-learning and the ability of service-learning to promote social responsibility and citizenship. Students, teachers, heads, and community service coordinators in 60 independent schools were surveyed and interviewed.

Results indicate that participation in community service differed among students and schools. Gender (female), ability, religiosity, and political orientation positively influenced participation, as did institutional characteristics and the school press for community service. Community service participation positively affected citizen efficacy. Integrative school organization positively affected both citizen efficacy and social conscience.

**12. Empowering Middle And High School Students Towards Personal And Social Responsibility Through Experiential Education Practices**
Johann, Christine Marie
1996
Prescott College
171 Pages

This thesis explores experiential education's effect on developing personal and social responsibility in middle and high school students. The thesis includes a brief discussion on the history and philosophy of experiential education, an analysis of personal and social responsibility, empowerment and self-directed learning, and examines a participant observation study conducted at the Rocky Mountain School of Expeditionary Learning in Denver, Colorado.

**13. National Service, Citizenship, And Political Education (Civilian Conservation Corps)**
Gorham, Eric B.
(For Narrative See A)

**14. The Politics Of Life Cycles: Service As A Rite Of Passage To Adult Citizenship (Youth Service)**
Dolan, Timothy Emmett
*Adviser: James Dator*
1991
University Of Hawaii
291 Pages

This study looked at youth as an historically new stage of life and explored the role nation and community could play in the transition to becoming an adult citizen. The literature is reviewed and a formal state-sponsored youth service program in Hawaii is investigated.

Results indicate a wide variety in the sizes, funding, scope, orientation and practices among service programs. This variety is attributed to the newness of the programs, their development in response to particular state and local needs, and to their adaptation to those projects available to them.

**15. The Relationship Of Service Learning And College Student Development**
Jordan, Kathryn Lee
*Adviser: Don G. Creamer*
1994
Virginia Polytechnic Institute And State University
155 Pages

This study explored the effect service learning and reflection on students' sense of civic or citizen responsibilities, respect for diversity, development of skills, and knowledge of self. Pretests/post-tests given to 116 students enrolled at James Madison University and Radford University were analyzed by ANOVA procedures that allowed examination by gender, race, and previous volunteer experience. Qualitative data were collected from student journals guided by predetermined questions about written scenarios concerning service and volunteerism.

Results indicate the pretest/post-test instrument reliability was in the average to low range. No significant differences in the scores of the students on the pretest/post-test were found. However, there was a significant difference between the scores of men and women on both the pretest and post-test. The students' reflections in the journal entries provided many examples of student development on the four dimensions of growth. The study concluded that service-learning with reflection contributed to student development. Students believed the service-learning experience facilitated an increasing appreciation for diversity, the development of additional skills, and a greater awareness of self.

**16. Service-Learning And Citizenship: Is There A Connection?**
Kollross, Crystal Ann
*Adviser: Cynthia S. Johnson*
1997
California State University, Long Beach
131 Pages

This study investigated the effect of short-term service-learning on the development of responsible citizenship in a group of community college students. Four academic classes that had integrated a service-learning component were used as subjects. The Scale of Service Learning Involvement based on the Service Learning Model was used to measure students' progress through three developmental phases based on responsible citizenship.

The results indicate that while there was no significant developmental gain on an any of the three phases, in further interviews students did convey their desire to participate in some sort of community service in the future. Often, the definition of citizenship seemed to be confused, perhaps due to the large number of foreign born students at the college.

## Character Education

**17. How Seventh And Eighth-Grade Teachers Perceive Their Role As Moral Educators (Seventh Grade Teachers)**
Lanckton, Alice Keidan
*Adviser: Kevin Ryan*
1992
Boston University
410 Pages

This study investigated teachers' views of their role as moral educators. Thirty middle school social studies and language arts teachers from public urban, public suburban, and Catholic parochial schools were interviewed about their interpretations of the teacher's role as moral educator, their feelings about taking that role, the substance of the moral education they offer, disparities between their view and that of the administration or the parents, and their preparation for the role.

Results show that most teachers considered moral education their most
important task and found satisfaction in this role. They sought to teach values through their curricula and activities outside the classroom and used and endorsed published moral education programs. Community service was emphasized by more parochial than public school teachers. Teachers

say their training for moral education came from workshops, faculty groups, their own parents, and childhood educators. Most teachers reported that they individually chose methods and values to emphasize. However, many also appreciated support of faculty groups and adherence to a school philosophy.

## Leadership

**18. Critical Leadership In Service Learning Classrooms**
Dorman, Adelle Kristine
*Adviser: Sharon Ford*
1997
University Of Colorado At Denver Graduate School Of Public Affairs
214 Pages

This study investigated the relationship between critical leadership traits in students and service-learning in the classroom. Using four classroom settings, quantitative data were collected through student questionnaires while qualitative data were gathered through extensive classroom observation and interviews.

Results found that all four teachers felt leadership was an important trait to learn, promoted classroom participation, and often provided opportunities for students to take primary roles in the decision making process and exercise leadership in student-owned gatherings. Students generally subscribed to the elements of critical leadership, felt that everyone had the potential to become a leader, and did not feel leadership was inherently hierarchical. Student perceptions of themselves as leaders rose from less than 5% to 70% during seven and one half months of observation.

## National Service

**19. Administrative Issues Of Higher Education Related National Service Programs As Perceived By The Program Directors Of The 1993 Summer Of Service (Americorps)**
Hostler, Barbara T. Leonard
*Adviser: Richard Meckley*
1995
West Virginia University
181 Pages

This study investigated the perceptions of directors involved in a national service pilot program regarding the importance of selected aspects of organizing, implementing, and evaluating national service programs. Aspects include: selecting and recruiting national service participants, training participants, securing local support for the program, defining the role of higher education, facilitating the bureaucratic and cultural/socioeconomic integration of participants, implementing a national service program, evaluating the program, and using evaluation. Directors from the 16 Summer of Service (1993) pilot program were surveyed.

Results indicate that the role of higher education as a partner in national service was perceived to be important in several different areas. Higher education administrators should be willing to act as facilitators of community linkages and networks. A commitment to recruiting a diverse mix of students is another necessary and important role. The need for local training and evaluation is an area of opportunity for higher education. The involvement of faculty, particularly in terms of academic goals, is important to successfully institutionalize national service.

**20. National Service, Citizenship, And Political Education (Civilian Conservation Corps)**
Gorham, Eric B.
(For Narrative See 3)

**21. Reducing Student Debt Burden In The 1990s: Developing A Role Model For A Youth Service Corps**
Greene, Gene Francis
*Adviser: Mary Kinnane*
1990
Boston College
144 Pages

This study explored the effects of linking voluntary national service with government student aid and how it results in benefits for both the server and the served. Investigation included a literature review, an analysis of the U.S. Senate bill, the National and Community Service Act, S.1430, a survey of 17 youth service corps programs throughout the country, and a questionnaire given to local high school youth. A model Youth Service Corps program providing student aid in exchange for service performed is presented.

Results show that there is a demand for youth service corps programs by both the providers and recipients of the services. Applications for current corps positions exceed the number available when student aid benefits are offered. The model incorporates sound educational and student development theories and serves as a mechanism through which educational benefits can be earned.

# CHAPTER FOUR

## *Community Service*

## General Topics in Community Service-Learning

**22. An Assessment Of Youth Development/Community Service Programs From Iowa Public School Superintendents' Perspectives (Community Service)**
Sallade, Charles Ronald
*Advisers: Ross A. Engel; Charles Railsback*
1990
Iowa State University
238 Pages

This study surveyed 433 Iowa public school superintendents about their perceptions of service-learning. They gave their views on youth participation in service programs, youth who participated, service opportunities in their schools, and optimal service opportunities.

Results show that aside from youth organizations such as scouting or 4-H, youth participation in community service was moderately low. Parent education, drug abuse prevention, family crisis counseling, peer helping/peer tutoring, and individual crisis counseling were perceived as most desirable activities.

**23. A Case Study Of The Termination Of The Developing Community Service Program Within The College Of Health And Human Performance (Maryland)**
Cekic, Kathleen Anne
*Adviser: Jerrold Greenberg*
1997
University Of Maryland College Park
257 Pages

This study presented an in-depth case study that closely examined the development process and subsequent termination of a proposed community service program at the College of Health and Human Performance at University of Maryland College Park.

Results show that there was a lack of financial support for the Program and the Director of the Program did not have adequate support nor complete agreement from Departmental or University Administrators. There was not adequate communication among the Director, Committee members, and College and Departmental Administrators. Some faculty were involved in other existing community service programs and therefore did not participate as fully as they could have in the Program.

**24. The College Student Community Service Volunteer: High School Program, Locus Of Control And Field Dependence-Independence (Field Dependence)**
Fitzgerald, Timothy Michael
*Adviser: Joseph Kender*
1997
Lehigh University
117 Pages

This study examined high school community service background and current characteristics of college student volunteers who performed community service work. Specifically, it investigated the effect of mandatory and volunteer high school service and participation in service during college and measured volunteer field independence-field dependence and locus of control. Subjects for the study consisted of 71 college undergraduates. The percentage of volunteers from colleges with community service clubs was almost five times larger than the percentage of high schools with such programs. The percentage of volunteers from mandatory graduation programs was three times the national percentage of schools with such programs. College volunteers from high schools with academic courses in community service were slightly more than a third of the national program percentage.

Results found that there were no significant differences in field dependence mean scores by college volunteers categorized by academic major. Mean scores categorized by volunteer experience also showed no significant differences. Measures for locus of control categorized by academic major and by volunteer experience showed no significant differences.

**25. The Community Service And Adult Education Functions Of Urban Two-Year Colleges: Promising Programs In Response To Inner City Problems**
Battaglia, Peter Anthony
*Adviser: Colleen A. Capper*
1995
The University Of Wisconsin – Madison
844 Pages

This study investigated community service and adult education in urban, two year colleges. Specifically, the study sets out to answer two questions: (1) Why do these colleges assume responsibility for community service and adult education programs that respond to inner city problems and (2) What are the internal and external institutional factors which constitute the successful delivery of community development efforts. Colleges across the country were surveyed.

Results strongly suggest the following characteristics will forecast a successful community

development program in an urban two-year college: (1) a president who provides clear leadership and sets priorities conducive to community development; (2) community service and adult education programs where top program administrators report directly to the president; (3) institutional planning that strategically promotes a specific community development agenda and involves program collaboration and resident participation; (4) faculty that are sensitive to, and use pedagogical approaches which address the learning needs of at-risk and disadvantaged populations; and (5) academic support services that take into account students' holistic educational needs.

**26. Community Service And Identity Development In Adolescence (Volunteerism, Social Change)**
Yates, Miranda
*Adviser: James Youniss*
1995
The Catholic University Of America
120 Pages

This study investigated the relationship between community service and prosocial development in adolescents. Specifically, the study investigated a service program that required 160 Black parochial high school juniors from middle and lower-middle class families to serve at a soup kitchen as part of a year-long course on social justice. Subjects were surveyed, interviewed, observed, and asked to write quarterly essays.

Results indicate a pattern of developmental change: (1) Reflections in the initial essay were related to prior service experience. (2) Students who made reflections in the initial essay were likely to make them in subsequent essays. (3) Reflections became more encompassing over the year. Service brought out strong emotions and encouraged reflections on homelessness and society. Over the year, reflections became more encompassing as students related service experiences to their general understanding of justice and social change.

**27. The Community Service Mission Of The Private Liberal Arts College: A Study At Albion College (Private Education, Michigan)**
Lelle, Mark Allen
(For Narrative See 8)

**28. A Comparative Analysis Of Selected Criteria Used In Four-Year Colleges And Universities To Evaluate Teaching, Scholarship, Service, And Faculty Overall Performance**
Traylor, Cynthia F.
*Adviser: Richard I. Miller*
1992
Ohio University
219 Pages

This study surveyed four-year universities to determine if the criteria used to evaluate faculty performance in teaching, scholarship, and service differ based on the control and classification levels of institutions. As a replication of a study by John Centra (1979), 426 chief academic officers of four-year institutes were surveyed, community service was one of six criteria.

Results indicate that the use of evaluative criteria has fluctuated since 1979, but classroom teaching and scholarly activity are still the greatest factors. Teaching performance is based on student ratings and chair and dean evaluation. Scholarship performance is based on publishing. Scholarship performance is stressed over teaching performance in research and doctorate-granting universities. This study suggests that teaching, not scholarship, should be made a number one priority in colleges and universities.

**29. CSP Revisited: An Evaluation Of Juvenile Diversion (Community Service Programs Inc.)**
Polan, Susan Lori
*Adviser: Arnold Binder*
1994
University Of California, Irvine
196 Pages

This study investigated the Youth Services/Diversion (YS/D) component of Community Service Programs, Inc. (CSP, Inc.), a juvenile diversion program in Orange County, California to see how the program teaches client responsibility and how it is funded. Clients of CSP YS/D clients who dropped out of the program prior to completion were studied.

Results show that overall interaction with CSP led to a positive change in family interaction which, in theory, should reduce the likelihood of future law violating behavior by youth. The data also indicates that CSP is a cost-effective alternative to probation processing as well as offering a positive benefit to the individual's psychological well-being.

**30. A Descriptive Study Of The Nature And Extent Of College/University Community Service Programs For Students Within The Illinois Institutions Of Higher Education (Community Service Programs)**
Mulholland, Sarah Jane
*Adviser: Orville Joyner*
1991
Southern Illinois University At Edwardsville
162 Pages

This study investigated service learning programs at Illinois institutions of higher education. A total of 67 colleges and universities throughout Illinois were

surveyed. Descriptive statistics were used to analyze the data.

Results show that 22 institutions have a coordinating office to assist student volunteers. Nine colleges allow students time with faculty to reflect upon their service experiences. Student affairs units encourage student volunteerism and community service. Respondents report that a total of 28,880 students participated in community activities for 179,255 hours in 1988-89. Nine of the community colleges and 12 of the private institutions planned on participating in the Student Volunteer Corps program.

**31. Differences In Empathy Levels As A Function Of Volunteerism And Motivation To Volunteer**
Noble, Elizabeth Brooke
1992
Northeast Missouri State University
58 Pages

This study examined differences in empathy levels and the motivation to volunteer, amount of time volunteered, and relationship between the two. The Interpersonal Reactivity Index and Student Community Service Involvement Survey were employed to collect data on 215 college students, and the two-factor ANOVA was used to analyze the data.

Results found that altruistic motives are associated with higher levels of Empathic Concern than egoistic motives.

**32. The Effect Of Participation In School-Sponsored Community Service Programs On Student Attitudes Toward Social Responsibility**
Marks, Helen Marie
(For Full Citation See 11)

**33. The Effects Of Community Service On The Self Esteem And Academic Performance Of At Risk Youth**
Bembry, James Xavier
*Adviser: Geoffrey L. Grief*
1993
University Of Maryland At Baltimore
129 Pages

This study investigated self-esteem and academic performance of at-risk youth involved in an intergenerational community service program. A group of 95 middle school students participating in a community service program called Magic Me in Baltimore was studied.

The results of this study suggest it is unrealistic to expect improvements in academic performance, unless there is a specific academic component(s) within the community service program. The study also found a relationship between group leader style and experience, and students' perception of themselves after the community service experience.

**34. Effects Of School Based Community Service Programs On Students' Perceptions Of Social And Personal Responsibilities**
Bogle, Deborah Sue Confer
1994
University Of Kansas
122 Pages

This study investigated the effects of participation in community service classes on high school students' overall social and personal responsibility. Two elective community service classes at Kansas high schools were examined: one focusing on working for the common good of the community, and one focusing primarily on career exploration; and a control group from each school. Subjects' perceptions were measured by reflective essays and pretest/posttest Social and Personal Responsibility Scale SPRS (Conrad and Hedin, 1981).

Results of student written responses were overwhelmingly positive and in some areas seemed to contradict the findings based upon SPRS data analysis.

**35. Factors Related To Community Service Satisfaction In Iowa**
Ge, Qinqin
(For Full Citation See 2)

**36. The Influences Of Mandatory Service Learning On The Attitudes Toward Political Involvement Of A Selected Group Of Secondary School Students**
Davidson, Marjorie Lynn
*Adviser: Richard Hopkins*
1995
University Of Maryland College Park
157 Pages

The study investigated service-learning in Maryland, where the Board of Education mandated 75 hours of service-learning as a requirement for graduation from high school. Class observation, interviews with teachers involved with service-learning, and student interviews and writings were used to study assess attitudes toward political involvement in a group of 24 participants from the first class in Maryland to graduate with the requirement.

Results show that the Maryland program strengthened voluntarism and a commitment to the community through caring for others. Students became more aware of community issues and learned about the value of doing service to help

solve community problems. Students valued altruism, but made no connection between service and citizenship. The study suggested that containing learning service to the social studies curriculum might help students make the connection between service and citizenship.

**37. Peer Education: A Case Study In County-Wide Networking Of School-Based Peer Helping Programs And Community Service Agencies**
Bianconi, Adrian Mark
*Adviser: Frederick Erickson*
1990
University Of Pennsylvania
284 Pages

This study investigated participant opinions on networking school-based peer helping programs and community service agencies on a county-wide level. Ten community service providers from eight different service agencies located in Schuylkill County, Pennsylvania were interviewed, observed, and studied.

Results indicate that such networking generated unintended community change because of new linkages established by key agency staff outside the schools. Many avenues for collaboration were developed, such as a county-wide Peer Education Association, an annual county-wide peer helper training program, a school-community agency representative planning group, and improved agency services to adolescents.

**38. School-Based Community Service: A Descriptive Analysis Of Four High School Programs (Voluntarism)**
Procter, David Richard
*Adviser: Mary E. Haas*
1992
West Virginia University
135 Pages

The study evaluated the panegyrical claims for high school-based community service programs. Students from four very different high schools were surveyed and some interviewed about their participation in service-learning. A repeated measure quantitative research design was developed and implemented as was a qualitative study involving student and teacher/coordinator interviews.

Results of the study were mixed. Quantitative analysis found a significant decrease in students' feelings of social isolation in the all-female private, parochial high school while service-learning in the innercity produced an increase in feelings of powerlessness among student volunteers of a suburban public high school. Desert Storm seemed to affect the attitudes of the control group on the same scale in the same school. The qualitative analysis revealed strong support for community service programs in all four schools from students, teachers, parents, and the community.

**39. Social-Psychological Benefits Of Voluntary Work: The Impact Of Participation In Political Activism, Community Service Work, And Volunteering On Individual Well-Being**
Van Willigen, Marieke Minke
*Adviser: Catherine E. Ross*
1997
Ohio State University
214 Pages

This study investigated the relationship between voluntary work and psychological well-being. Two nationally-representative samples of participants and non-participants were studied over a period of time..

Results show that voluntary work is an important determinant of psychological well-being. Voluntary work has a larger effect on well-being than any other social role, including worker, spouse, and parent. Voluntary work is an important determinant of well-being for women, African-Americans, and the elderly because they are more likely to participate.

**40. A Study Of The Effect Of A Volunteer Service Program At An Urban-Based Institution Of Higher Education On The Current Level Of Service Achieved By Alumni Who Had Participated In The Program (Urban Education)**
Smedick, William David
1996
Morgan State University
169 Pages

This study questioned students from private, urban-based, research-oriented institutions of higher education who had participated in a volunteer service-learning program to see if they continued to provide service. Different factors were examined including gender, ethnicity, time since graduation and income. A group of 70 alumni who had participated in the Johns Hopkins University Tutorial Project as undergraduates and a group of 157 alumni who had not participated completed a survey on service; twenty subjects were interviewed.

Results of the study identified trends. The alumni who were involved in the Tutorial Project were demonstrably more service-oriented than non-participants. African-Americans were more service-oriented than European and Asian-Americans, females were more service-oriented than males. Income level did not have an effect on the service activity level of alumni. Alumni who had graduated ten years or more prior to the survey were more service-oriented than their younger counterparts.

The twenty interviews conducted demonstrated that participation in the Tutorial Project had an impact on career direction, life-long value of community service activity and increased validity of the survey instrument.

**41. A Study Of The Relationship Of Student Cocurricular Activity, Intensity Of Involvement And Other Selected Variables To Attitude And Estimated Behavior Toward Community Involvement Among Community College Students**
Eklund-Leen, Susan Jane
*Adviser: Robert B. Young*
1994
Kent State University
127 Pages

This study investigated the relationship between co-curricular activity involvement in community college student organizations and students' attitudes/estimates of their behavior toward community volunteer service. The study built upon Alexander Astin's involvement theory that supports the experiential benefits of student involvement in the co-curriculum. Students from Sinclair Community College in Dayton, Ohio were grouped into three categories (leaders of student organizations, members of student organizations, and students not involved in student organization) and surveyed.

Results indicate that relationships exist between co-curricular involvement and both attitudes and estimates of future behavior in volunteer community service. The study supports postulates of Astin's involvement theory concerning the benefits derived from co-curricular involvement.

**42. Understanding College Age Volunteers' Behavior (Tutoring, Motivation)**
Rosenbaum, Victoria Mekosh
*Adviser: James R. McIntosh*
1997
Lehigh University
172 Pages

This study explores common characteristics of volunteers, their motivation, and common rewards for volunteering. For five semesters, students who opted to volunteer for a sociology class rather than take a test were studied.

Results suggest that significantly more females than males volunteered, and that the volunteers had a higher mean G PA than non-volunteers. Motives for volunteering and the needs satisfied by the activity differ among individuals. College age volunteers were motivated significantly by self-satisfaction needs and intrinsic rewards; some students volunteered to fulfill practical needs, such to avoid an exam, yet others volunteers cited altruistic reasons for joining. Successful volunteers considered themselves more religious and had a higher mean score on the liveliness factor from the personality instrument than students who did not complete the volunteer contract.

**43. Voices Of Personal Growth: High School Girls Respond To Community Service And Learning**
Mauricio, Colleen L.
1997
Claremont Graduate University
359 Pages

This study observed and analyzed students' perception of what they were learning as they participated in community service activities in a private, girls' high school. This study focused on the development of traits in four areas: social, practical and academic skills; self-esteem; awareness of the needs of the community; and commitment to service. A survey of attitudes at the beginning and end of the academic year for two years was given to all students. Focus groups were conducted by grade level to discuss students' experiences. Two students from each class were profiled.

Although quantitative findings point to only small increases in student growth, qualitative responses of the students suggest that service-learning activities impact their learning, their sense of identity and their recognition of social responsibility. The study also found that as a result of community service, many students participated in a learning process based in human interaction and developed an understanding of transformational community leadership.

## Community Service-Learning

**44. An Assessment Of Intended Outcomes And Perceived Effects Of Community Service-Learning Participation For College Students: "Striking A Chord In The Key Of C" (Community Service)**
Smith, Marilyn W.
*Adviser: Daniel Huden*
1993
University Of Maryland College Park
210 Pages

This study investigated the intended outcomes of service learning on participants, particularly in light of the fact that colleges and universities are integrating community service as an element of the undergraduate experience, and influential politicians and national organizations are creating policies that connect service and education, despite the lack of scholarly research into the effects of service participation on the students who serve. Administration from a national organization,

government policy makers and the administration, faculty, program managers, and students from an institute of higher education were interviewed and studied. Views were extracted on 13 themes of service learning outcomes: Personal Connections, Career Development/Goal Setting, Change, Competencies, Contribution, Spiritual Development, Commitment, Clarification of Values, Confrontation, Cognitive Connections/Curriculum, Self-Concept, Civic Participation, and Emotions.

Results reveal considerable harmony, as well as dissonance between the intended outcomes and the students' perceived effects. Analysis of service-learning discourse extracted common words and phrases through which the conceptual themes for outcomes are conveyed. The findings provide a basis for informed policy and program design, a model for institutional goal clarification and assessment, and the foundation for further service-learning research.

**45. A Case Study: The Integration Of Community Service Learning Into The Curriculum By An Interdisciplinary Team Of Teachers At An Urban Middle School**
Kinsley, Linda Carol
*Adviser: Richard J. Clark*
1992
University Of Massachusetts
175 Pages

This study examined how the interdisciplinary team of teachers at Chestnut Middle School integrated Community Service Learning (CSL) into the curriculum or as an extra-curricular experience. The principal, four teachers, and three community partners involved in service learning were interviewed and observed; students were interviewed and surveyed.

Results indicate the following: (1) The principal's vision and leadership is important is in the evolution of CSL. (2) Teachers found service experiences useful as a pedagogy throughout the curriculum. (3) Service experiences enhanced the understanding of CSL as a process and an instructional strategy when teachers allowed for flexibility and the serendipitous to occur. (4) The integration of service experiences affected how teaching takes place and enhanced educational reform. (5) Teacher and students found that service experiences affected their relationships in a positive way that enhanced teaching and learning. (6) Service experiences gave students an opportunity to develop a sense of community. (7) Service experiences affected how students learned academically, socially and personally. (8) The process for successful implementation of service experiences needs to be better understood by both teachers and community partners.

**46. Community Service-Learning As Empowering Pedagogy: Implications For Middle School Reform**
Seigel, Susan Ellen
*Adviser: Byrd L. Jones*
1995
University Of Massachusetts
235 Pages

This study identified the meaning six middle school teachers constructed around service learning. Believing that community service-learning has the potential to be an empowering pedagogy, this study addressed teachers' perceptions of teaching and learning, service-learning as defined within the school's context, and contrasted teachers' purposes for service-learning with their students' perceptions of their service experiences. Observations, interviews, and surveys with six teachers and their students present five case studies on the topic.

Results show that student-centered schools accommodate service learning more easily than other schools. Teachers involved with service themselves incorporated service into their curriculum. Teachers' understanding of service-learning as a pedagogy also shaped the quality of their service practices in terms of identifying community needs and structured reflection. Service learning served to connect community service learning to instruction, to promote affective learning, and to implement a problem-posing curriculum centered around community issues. Service learning was only marginally perceived by teachers and students as an empowering pedagogy.

**47. Effects Of Community Service And Service Learning On Multidimensional Selfconcept Of Secondary School Students**
Ostheim, Phillis Quinn
*Adviser: Larry Jewell*
Ed.D.
1995
North Carolina State University
103 Pages

This study examined change in student self concept as a result of participating in a service learning or community service project. Data were collected through pretesting/posttesting of high school students in grades 10-12 using the Multidimensional Self-Concept Scale (MSCS). Group one was a control group. Group two was pretested and then had planned classroom activities that prepared them for the working with nursing home residents and reflection. Group three was pretested and posttested and then participated in the community service activity. They did not experience the classroom and reflection activities. Data were analyzed using multivariate analysis of variance and the Wilks' Lambda statistic.

Results show no statistical difference in the global self-concept scores of students after participating in the service learning or community service project. The study concluded that the global self concept of high school age students is not affected by their participation in service learning or community service projects limited to 21 hours of volunteer contact hours within a six-week duration.

**48. Leadership Training And Native Americans**
Collier, Myla Shisler
M.A.
1995
California State University, Long Beach
104 Pages

This study used interviews to investigate the effect of a Native American adolescent service learning program on 16 students' ability to deal with the duality of their existence in American society. The data were organized in a matrix. Program Content Factors (Leadership Skills, Experiential Training and Community Awareness) were cross referenced with Program Themes (Family, Tribe, School, Life on and off the Reservation and A Personal Future).

Results show that the conclusive measure of the program's success was the student's report of increased self-confidence from the public speaking, problem solving, and teamwork components. These findings were discussed in relation to previous research on ethnic identity and self-esteem among Native American adolescents.

**49. A Qualitative Case Study Of A High School Sorority Focused On Community Service Learning Activities To Enhance Self-Esteem**
Brown, Norma Fair
*Adviser: Robert Heichberger*
Walden University
1995
190 Pages

This study investigated how involvement in a high school sorority focused on community service learning activities might affect the self-esteem of members of the sorority. The study used a quasi-experimental study, participant observation, student journals, interviews, and evaluations of mentoring relationships and logs. This study is a longitudinal one with periodic assessment of the levels of the dependent variable (self-esteem) utilizing the Coopersmith Self-Esteem Inventory (SEI).

Results show the following: (1) Community service learning activities can help female adolescents feel good about themselves, thereby enhancing their self-esteem. (2) Adolescents can learn to feel good about themselves through active, positive participation in their school and community. (3) Participation in a high school sorority allows for the bonding and sense of belonging and rituals that adolescents need. (4) Self-generated, cognitive, learning does occur as a result of participation in community service learning activities. (5) Adult female mentoring of adolescent students is crucial to their development.

**50. Select Changes In High School Students' Self-Esteem And Attitudes Toward Their School And Community By Their Participation In Service Learning Activities At A Rocky Mountain High School**
Krug, James Leonard
*Adviser: Richard J. Kraft*
1991
University Of Colorado At Boulder
247 Pages

This study investigated the impact a school-sponsored service
program had on a group of high school students enrolled in one of four service programs for 15 weeks during the fall semester of 1990. A pretest composed of semantic differential scales, the Rosenberg Self-Esteem Scale, and the Janis-Field Feelings of Inadequacy Scale, was administered to the service learning participants and a control group. The posttest consisted of the same instruments with the addition of a Community Experience Checklist completed by the service group participants. Student journals were also reviewed.

Results show that there is reason to believe that service learning affects students' self-esteem and attitudes towards school and community. Results demonstrated that certain experimental service learning programs have had an impact. The success rate of service learning programs may be influenced by three characteristics: reflective discussions; planning; and supervision that go into these programs.

**51. Student Outcomes Of Community Service Learning: A Comparative Analysis Of Curriculum-Based And Non-Curriculum-Based Alternative Spring Break Programs**
McElhaney, Kellie Ann
University Of Michigan
1999
176 Pages

This study investigated the student outcomes of a community service learning program. Triangulated qualitative methods are used to compare a group of students enrolled in an academic course, of which community service was a component to non-curriculum-based group, in which community service was a co-curricular activity.

Results show that both groups experienced more psychological outcomes than behavioral ones.

Challenging previously held attitudes and values was the strongest outcome for both groups, including the challenging of stereotypes. The curriculum-based group saw more outcomes overall, specifically in the cognitive psychological realm. Understanding community issues, connecting learned theory to practice, broadening career and educational choices, and learning problem-solving skills were among the most significant outcomes
for this group. The non-curriculum-based group experienced more interpersonal, friendship, and bonding outcomes, but fewer learning ones.

# CHAPTER FIVE

## *Disciplines*

## Composition

**52. Transforming The "Empty Assignment Syndrome": A Study Of Rhetorical Contexts For Service Learning Composition Students**
Hall, Leanna Risley
1996
Arizona State
210 Pages

This ethnographic study examined how the writings of nine freshman students at Arizona State University were affected by their experience in a service-learning composition course, as well as how the readings and research for the composition class influenced their work in their internships. The study investigated the degree to which students could connect their course work to their service in the community.

Results show that most students' performance improved when composition assignments were authentic, when compositions had a purpose made possible through service-learning pedagogy. Students used ideas from the composition course work in their tutoring activities. Suggestions for educators and researchers are provided for incorporating service-learning assignments in composition courses, as are implications for future research.

**53. The Transition From Classroom To Community Contexts For Writing (Service Learning)**
Bacon, Nora Anne
*Adviser: Sarah W. Freedman*
1997
University Of California, Berkeley
257 Pages

The study investigated a Community Service Writing program at San Francisco State University where students gained professional experience serving as volunteer writers at community organizations, writing such documents as newsletter articles, press releases, and brochures. Specifically, the study looked at the transition to nonacademic writing, how the students drew upon prior knowledge about writing, how they developed new knowledge in the social milieu of the community organizations, and the relevance of the composition curriculum to the community-based writing tasks.

Results show that in general the best academic writers were the most successful nonacademic writers. Students' program journals show that they developed knowledge about their assigned topics and appropriate discourse conventions through social behavior, taking advantage of personal and intertextual relationships. A conventional composition course was not effective in supporting students' transition across contexts. However, when the teacher transformed the curriculum by introducing rhetorical concepts, calling attention to the relationship between text and context, the course was more helpful to writers in transition.

## History/Social Studies

**54. Teaching History In A Museum Setting Using A Service-Learning Experience**
Kowalski, Ann Nickerson
*Adviser: Kathryn S. Atman*
University Of Pittsburgh
1994
158 Pages

This study examined the training of high-school students to lead family tours at Clayton, the restored nineteenth-century Pittsburgh home of Henry Clay Frick. The four learning-style profiles of David A. Kolb's experiential learning model (1984) and Barry K. Beyer's Inquiry Based Learning Process (1971), were used to gauge to the degree and accuracy of students' increased knowledge and proficiency with historical information. Participants completed (1) Kolb's Learning Style Inventory, (2) pre- and posttests on historical information, and (3) written reactions following each session of the training. The researcher observed, recorded, and described each session

Results show that the training in this particular program was most comfortable for students whose learning styles favor the prehension of knowledge through concrete experiences rather than abstract conceptualization as the program emphasized active experimentation rather than reflective observation. The students who were most comfortable in this setting were those with the accommodator learning style, which prehends through concrete experience and transforms through active experimentation. For the diverger the active experimentation amplified the experience but did not satisfy the need to gain meaningful understanding through individual reflection. The converger often created abstract concepts without the benefit of reflection; the active experimentation provided an opportunity to test conceptual conclusions. The assimilator was suited least; relevant information was available in worksheets and essays but had to be used outside the training sessions.

**55.The Relationship Of Service-Learning Project Models To The Subject-Matter Achievement Of Middle School Students**
Dewsbury-White, Kathryn Ellen

*Adviser: Lois A. Bader*
Michigan State University
1993
188 Pages

This study investigated the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, determined whether certain variables were related to students' understanding of the social issue being studied, and learned which instructional components of the project the students considered most meaningful. Five hundred twenty four public middle school students in a suburban Class B district in central Michigan were studies: 438 completed a pre inventory, 403 completed a post inventory, 22 were interviewed, and 63 participated in off-campus service visits.

Results show the following: (1) Students who opted for off-campus service visits appeared to be better informed about the social issue of hunger than non-service-visit students. (2) Students receiving the content-integrated model of instruction scored significantly higher on the subject-matter portion of the post inventory than students receiving the isolated model of instruction. (3) The instructional components considered most meaningful to students were those activities that resulted in an externally valued product--that is, something that provides validation of the value of one's activities.

## Humanities

**56. The Humanities As Components Of Community Service Programs In Selected Community Colleges In Southern California.**
Fay, Josephine M.
1982
University Of California, Los Angeles
152 Pages

This study examined the status of and influences on the humanities in community service programs at eight community colleges in Southern California and offers recommendations for improving this position. College presidents, vice presidents of instruction, and community service directors, were interviewed and college catalogs and other printed materials were analyzed.

Results contain the following: (1) definitions of community services; (2) perceptions of the humanities as a component of community services; (3) community influences on community services through contacts with the colleges, needs assessments, and advisory groups; (4) influences on community services exerted within the college and by outside groups and agencies.

## Interior Design

**57. The Effect Of Service Learning On Professional Development As Perceived By Students Attending Selected Accredited Interior Design Programs**
Thompson, Sandra Leigh Lambert
*Adviser: Kenneth Paprock*
1995
Texas A&M University
91 Pages

This study examined students' professional development growth as they participated in service-learning. A pre-test/post-test questionnaire was designed by the researcher adapted from the 1988 Foundation for Interior Design Education Research (FIDER) Standards and Guidelines was given to 172 students enrolled in design courses in the Fall of 1994.

Results found no significant differences at the 0.5 level of significance between the experimental and control groups and professional development, between the groups and their global perception of professional development enhancement, nor between student demographics and perceived professional growth. A tendency was found for students enrolled in service-learning sections to be more likely than students enrolled in non-service-learning sections to report that their global perception of professional development had been enhanced.

## Language

**58. Second Language Acquisition And Cultural Understanding Through Service Learning In Higher Education: A Participatory Research Study**
Webster Hale, Aileen Alexandria
*Adviser: Alma Flor Ada*
1997
University Of San Francisco
177 Pages

This study addresses the insufficient gain of communication skills and cross-cultural understanding by college students studying a second language and investigates the affects of integrating service-learning into the traditional teaching of a second language. A series of dialogues with a group of six relevant participants served as the basis for analysis and extraction of prevalent themes related to the study.

The participants of this study unanimously concluded that service-learning was a powerful method for acquiring a second language and understanding a second culture. Their level of communicative fluency in the language, with an understanding of its cultural nuances, increased

beyond that which they felt a classroom environment alone could provide. Engaging in community-based language and culture learning through building relationships with native speakers increased students' self confidence and motivation.

## Reading

**59. The Effects Of Implementing A Curriculum-Based Service Learning Program Incorporating A Choral Reading Model**
Jaffe, Hildy
*Adviser: Antonia D'Onofrio*
1998
Widener University
235 Pages

This study investigated the impact of a curriculum-based service-learning program for middle school students. A Choral Reading model for eighth grade students was studied in light of its effect on oral communication skills, appreciation of literature and intergenerational relationships.

Results of quantitative and qualitative measures indicate that service-learning is a viable curricular method that increases and encourages community support of public schools. The Choral Reading Model also proved to be a successful approach for teaching poetry and public speaking skills.

# CHAPTER SIX

## *Diversity*

### Multicultural Topics

**60. Cultural Pluralism And Civic Education: Service-Learning Capacities In Prejudice Reduction And Social Development**
Snyder, David Wayne
(For Full Citation See 10)

**61. Leadership Training And Native Americans**
Collier, Myla Shisler
(For Full Citation See 48)

**62. The Relationship Of Service Learning And College Student Development**
Jordan, Kathryn Lee
(For Full Citation See 15)

### Disability

**63. The Role Of Paraprofessionals In Effective Transition Programs (Youth, Disabilities, School To Work)**
Wallace, Teresa Lee
1997
University Of Minnesota

This study examined the involvement of paraprofessionals in effective transition-related practices for youth with disabilities, identified the differences between paraprofessionals in job training, educational background, work setting, and determined the extent to which paraprofessionals, educators, and administrators differ in their perceptions of the paraprofessionals involvement in effective transition-related practices. Using a survey based on best practices identified through the work of Dr. Paula Kohler, data were collected from three reference groups (paraprofessionals, educators who direct their day-to-day work, and administrators who supervise educational personnel).

The results provide a definition for the role of paraprofessional in effective transition programs. Results of the study can be used to improve policies, job descriptions, training, hiring and supervision of paraprofessionals providing transition-related practices to better serve youth with disabilities.

# CHAPTER SEVEN

## *Assessment Models*

### Evaluation

**64. The Effectiveness Of The Assessment Of Learning Outcomes Of Students In Experiential Learning Programs**
Davis, Donald Raymond
*Adviser: William Matthias*
1988
Southern Illinois University

This study traced the development of the assessment of experiential learning from 1974 to 1986 and identified the most effective tools and techniques used to measure learning outcomes of students in experiential learning programs. The study asked 206 instructors and administrators of experiential learning about their program implementation data, purpose of assessment activities, types of assessment tools and the effectiveness of those assessment tools.

Results indicate that written assessment was deemed the most effective tool for experiential learning. There is a national trend toward program enhancement in experiential education. Program improvement remains as a prime purpose of assessment and evaluation in experiential education. Simulation/Role Playing, Performance Testing, Self-Assessment, Debriefing Interviews, Product Assessment and Written Assessment were the identified as assessment techniques used by the subjects; Written Assessment being the most frequently used and most effective technique.

**65. National Program Performance Indicators For Tech Prep: As Perceived By Tech Prep Coordinators (School To Work)**
Dunham, William Paul
1997
The University Of Akron

This research began with the process of conceptualizing a nationwide evaluation for Tech Prep programs by identifying program performance indicators that consortia coordinators classified as being beneficial to their program. The study focused on those indicators chosen by the coordinators as well as whether records were kept on those indicators. The research was conducted through questionnaires mailed to Tech Prep consortia throughout the country.

Results show that subjects were interested primarily with student success, both in Tech Prep and after graduation and in items that were measurable and easy to collect. The study confirms that Tech Prep performance indicators employed in this research would be appropriate in beginning the design of an evaluation tool for nationwide use in Tech Prep programs.

### Case Study

**66. A Case Study: The Integration Of Community Service Learning Into The Curriculum By An Interdisciplinary Team Of Teachers At An Urban Middle School**
Kinsley, Linda Carol
(For Full Citation See 45)

**67. A Case Study Of The Termination Of The Developing Community Service Program Within The College Of Health And Human Performance (Maryland)**
Cekic, Kathleen Anne
(For Full Citation See 23)

**68. Community Service-Learning As Empowering Pedagogy: Implications For Middle School Reform**
Seigel, Susan Ellen
(For Full Citation See 46)

**69. An Experiential Education Intervention For At-Risk Youth In The Eagle County School District (Colorado, At Risk)**
Kleiber, Larry Charles
1993
University Of Denver

This study evaluated the effectiveness of an experiential education intervention on middle school students at risk of failing. The six week intervention culminated in a six day wilderness trip into the Colorado wilderness. Planning and taking the wilderness trip became an exercise in authentic academics and fostered social responsibility, self-perception and problem solving skills with each student. The study incorporated both qualitative methodologies with embedded case studies and quantitative research methodologies, employing the Social and Personal Responsibility Scale, The Self-Perception Profile for Adolescents, and The Problem Solving.

Results produced evidence of change in participants' attitudes toward personal responsibility, close friendships and physical appearance; and to a lesser extent in athletic competence and global self worth. Other areas identified as contributing to the success of the participant included unconditional acceptance, interpersonal respect, reflection, student input, curricular relevance and the value the participants placed upon a self paced, outcome based curricular format.

**70. The New Jersey Youth Corps At Jersey City State College: A Case Study Of Urban Young Adult Dropouts In A Successful Second-Chance Program (Urban Education)**
Albornoz, Judith
(For Full Citation See 6)

**71. Peer Education: A Case Study In County-Wide Networking Of School-Based Peer Helping Programs And Community Service Agencies**
Bianconi, Adrian Mark
(For Full Citation See 37)

**72. The Process Of Integrating A Service Learning Program Into A Grades K-12 Curriculum At Elizabethtown Area School District: A Case Study (Pennsylvania)**
Limpert, Lynda Wenger
*Adviser: Vivian Ikpa*
1997
Temple University
160 Pages

This qualitative descriptive case study documented the integration of a service-learning program into an existing K-12 curriculum. Specifically, the study explored the role of the district administrator, the principals, and the faculty in the implementation process. The study hopes to define an implementation model worthy of replication. Administrative interviews, faculty questionnaires, direct observations, and a review of the written documents were used.

Results show that applying the basic principles of organizational change theory will lessen resistance to implementation of a service-learning program, a mandatory policy will lend credibility to service-learning, and professional development for teachers is also an essential aspect. Organizational structure has a direct effect on the way service-learning is implemented. The internal framework of a service-learning program must be designed in a manner in which the philosophical, structural, and programmatic issues can be addressed. Organizational commitment is key to the successful integration of service-learning into the curriculum.

**73. A Qualitative Case Study Of A High School Sorority Focused On Community Service Learning Activities To Enhance Self-Esteem**
Brown, Norma Fair
(For Full Citation See 49)

**74. Senior Citizen Involvement As Part Of A Functional School Community (Intergenerational, Adult Learning)**
Fini, Diane Elizabeth
(for full citation see 5)

## Control Groups

**75. The Effect Of Service Learning On Professional Development As Perceived By Students Attending Selected Accredited Interior Design Programs**
Thompson, Sandra Leigh Lambert
(For Full Citation See 57)

**76. Effects Of Community Service And Service Learning On Multidimensional Selfconcept Of Secondary School Students**
Ostheim, Phillis Quinn
(For Full Citation See 47)

**77. Effects Of School Based Community Service Programs On Students' Perceptions Of Social And Personal Responsibilities**
Bogle, Deborah Sue Confer
(For Full Citation See 34)

**78. An Empirical Examination Of The Importance Of The Reflective Component Of An Experiential Education Program: Magic Me**
Templeton, Nancy Sue
*Adviser: Kenneth Maton*
1993
University Of Maryland Baltimore County
210 Pages

This study examined the value of a reflective component in experiential education, particularly the effect of reflection in connecting experiential education to general principles. Students seem to readily understand the real life applications of experiential education, generalizing the principles being taught is more difficult. Subjects were 96 students involved in Magic Me, a service program where students visit nursing homes, divided into three groups: helping with reflection, helping without reflection, and control.

Results of a MANCOVA showed that the helping group with reflection made significant gains on the SPRS. At one school the reflection group students were less likely to have dropped out of Magic Me than the non-reflection group, suggesting the possibility that reflection enhanced the cohesiveness of the group. The reflection group rated themselves as less impulsive than either the non-reflection or control groups. No significant differences were found regarding the area of moral development.

**79. Experiential Education As A Rite Of Passage For Urban Adolescents**
Shaw, Mark Mckenzie
1994
The Wright Institute
167 Pages

This study investigated the development of self-identity over the course of one semester for 51 adolescents who participated in experiential education programs and 40 adolescents who did not. The experiential education programs blended outdoor adventure experiences, urban community service projects, and career exploration with the academic curriculum. Self Identity was measured by comparing pre-semester and post-semester results to questionnaires given to subjects concerning self-description (Self Description Questionnaire III, abbreviated), ego identity (Extended Objective Measure of Ego Identity Status - 2), and locus of control (Children's Nowicki-Strickland Internal-External Locus of Control Scale). A few students in the experimental group were interviewed at the end of the semester for additional qualitative data.

The findings were mixed. The variables of ego identity and locus of control showed no significant changes for either experimental cohort or the control groups. The informal interviews provided subjective information concerning low and high points of the programs. Differences between the two experimental cohorts based on questionnaire and interview results are explored and discussed. These mixed results are discussed and interpreted using the ritual paradigm to illustrate issues related to time, space, and community.

**80. The Impact Of Service-Learning On Moral Development And Self-Esteem Of Community College Ethics Students**
Cram, Stanley Bruce
*Adviser: Chester S. Rzonca*
University Of Iowa
1998
Pages 118

This study investigated the effects of Service-Learning on moral development and increased self-esteem for students enrolled in an Introduction to Ethics classes at a large Mid-Western community college. A quasi-experimental design was employed which compared three sections of Introduction to Ethics taught by the same professor. Two sections were selected as non-service-learning contrasts that would be compared to one section which included Service-Learning as part of its course content. Student growth for 111 students was measured using pre-post testing with the Defining Issues Test (DIT) and The Self-Esteem Questionnaire (SEQ). Dependent variables were Rest's DIT P score for principled moral thinking as well as the SEQ's two measures of self-esteem. Background variables and data from the pre-post tests were analyzed using The General Linear Model (Repeated Measures) and Linear Regression to determine the extent,of student growth and factors which contributed to explained variance. Thirty-two usable pre-post DIT's and 65 usable SEQ's were analyzed.

Results found no significant differences between service and non-service-learning sections regarding moral development and increases in self-esteem or for background variables. Findings suggested the service-learning program studied did not provide enough affective change in the short exposure to move students to a step higher in Kohlberg's stages of moral development. The brief social service experienced by the service-learning section had a moderating affect on student self-esteem.

## Reflection

**81. Combining Service And Learning: The Relationship Between The Fidelity Of Implementation And Student Satisfaction**
Haddock, Dennis Lee
University Of Washington
1998
124 Pages

This study investigated three rural middle schools implementing service-learning programs, looking particularly at the types and level of satisfaction students gained from their experience. Three teachers and 142 middle school students participated in this research study. Data collection consisted of semi-structured interviews with the teachers and a random group of students from each site, a written student survey, and review of documents from the schools.

Results show that the overwhelming majority of students found their experience to be challenging and rewarding despite the lack of structured reflection and formative assessment applied across all three schools.

**82. Teaching History In A Museum Setting Using A Service-Learning Experience**
Kowalski, Ann Nickerson
(For Full Citation See 54)

*Experiential Education

**83. The Effectiveness Of The Assessment Of Learning Outcomes Of Students In Experiential Learning Programs**
Davis, Donald Raymond
(For Full Citation See 64)

**84. An Empirical Examination Of The Importance Of The Reflective Component Of An Experiential Education Program: Magic Me**
Templeton, Nancy Sue
(For Full Citation See 78)

**85. Empowering Middle And High School Students Towards Personal And Social**

**Responsibility Through Experiential Education Practices**
Johann, Christine Marie
(For Full Citation See 12)

**86. An Experiential Education Intervention For At-Risk Youth In The Eagle County School District (Colorado, At Risk)**
Kleiber, Larry Charles
(For Full Citation See 69)

**87. Experiential Education Techniques And Procedures Applied To Secondary School Archaeological Study Tours**
Rinker, David Bruce
1992
Florida Atlantic University
68 Pages

Literature on experiential education is reviewed in relation to its potential for use in secondary school study tours. Existing techniques and procedures within the field are applied to a specific itinerary for an archaeological study tour of Maya sites in the Yucatan peninsula of Mexico.

Anthropological and archaeological goals for the tour are suggested and a blend of experiential and pedagogical teaching and assessment strategies are presented for use by potential travel studies coordinators. A logistical lesson plan is presented for consideration in offering the study tour for academic credit.

**88. Experiential Education: The Butte Mentor Program**
Galvin, Karen Christie
1994
University Of Alaska Anchorage
Pages 144

This study is an overview of literature on the many kinds of experiential education programs that have been implemented recently and a model for an experiential education program. Although the research has been largely labeled inconclusive because of difficulties in methodology, a general consensus supports findings that there is promise in continued application and research.

**89. Going Back To Square One: Embracing Experiential Education As An Integral Part Of The Core Curriculum**
Cimino-Hurt, Lynn A
1997
Prescott College (Master Of Arts Program)
82 Pages

This thesis examined the beneficial role experiential education can assume in American pedagogy. Specifically, the study looks into the role of education in shaping national trends, modern education as a consumer pursuit, integrating work that has been done in the field of experiential education, experiential education's potential effect on current social and environmental.

**90. Organizational Context And Young Adult Education In An Urban Service Corps (Wisconsin Conservation Corps, School To Work)**
Pence, Robert Austin
*Adviser: Jerold W. Apps*
1996
The University Of Wisconsin
314 Pages

This study examined Wisconsin Conservation Corps' (WCC) response to the educational needs of corps members in an urban setting. WCC is a work experience program that prepares youth ages 18-25 for employment or continuing education while they complete conservation work throughout the state. It is largely a white, male, rural-based program that maintains some crews in the black and Hispanic urban core of Milwaukee. The study focussed on observations made of the Milwaukee corps.

The study found that corps member education is shaped by organizational context and the larger organizational context of the WCC leaves little room for effective corps member education in Milwaukee. The corps is set up to cater to a white, male, rural constituency, which does not necessarily incorporate flexible, holistic, relevant, critically reflective education based on supportive mentor relationships. The study suggests changes for the corps that lead to local interpretation and facilitation of corps goals: de-emphasize state-wide, standardized corps member curriculum; support street-relevant local curricula; expand educational vision beyond technical skill training and corps member work roles; create a culture of learning within the corps; reemphasize service; implement a service-learning approach; recommit to spirit of community service; de-emphasize the military organizational metaphor; and support political action that facilitates community service.

**91. Status Of Experiential Learning Programs In Missouri High Schools--Analysis Of Factors Inhibiting Implementation**
Hampton, Bill R.
1986
Saint Louis University
110 Pages

This study determined the status of experiential programs in Missouri public high schools and the relative importance of factors, as perceived by high school principals, which have most inhibited implementation. A group of 100 principals throughout Missouri were surveyed.

Results indicate that nearly 30% of the schools sampled offered some kind of experiential program. The most frequent kind of program offered was career internship; the least common was adventure education. Service-learning and community study were offered with equal frequency. Experiential learning programs were nearly always offered as separate courses for elective credit and were a semester or a year in length. In schools with programs, only 2% of the students were enrolled in most instances. The majority of public high schools in Missouri have not implemented any kind of program, the schools which do offer programs enroll an extremely small proportion of students. Principals' perceptions of service greatly affected implementation of experiential programs.

**92. A Study Of Experiential Learning And Its Application To Secondary Schools Of North Dakota**
Zielinski, Norman R.
1985
University Of Nevada
139 pages

This study investigated experiential education in secondary schools in North Dakota, by researching the types of programs being implemented, criteria for program adoption, program eligibility, program evaluation, and effectiveness of the program. A questionnaire requesting background information, comments, and a checklist of experiential programs was sent to all 244 secondary schools in North Dakota and five school districts (Fargo, Bismarck, Grand Forks, Jamestown, and Minot) were selected for an on-site visitation

Results revealed that experiential programming exists to a small degree. The major emphasis was in Cooperative Education and Clinics, Internships and Practica were used in several schools in the larger school districts, and the highest degree of participation appeared in the areas of Action Learning/Work Study/Service Learning. The study recommends that schools take a close look at the experiential approach to learning because the demand for educational excellence may be addressed through implementation of one or more of the experiential programs.

**93. To Feasts Of Life: A Phenomenological And Heuristic Study Of Experiential Education In The Classroom (Adventure Education, Effective Teaching)**
Allen, Joanna Woo
*Adviser: I. Kramnick*
1992
The Union Institute
313 Pages

This study investigated and defined experiential education in the classroom from the perspective of the educator. Three were elementary teachers, a middle school teacher, and seven high school teachers were interviewed and observed in the classroom. Three pupils from each class were also interviewed about their teacher. In most cases, a full day of classes was observed and three students from class were interviewed.

Results produced thirty-three themes that clustered into four major meta themes: freedom to be, love, self-actualization, and quality teaching, and an overarching theme emerged, that of HEALING. The study found a new definition of experiential education in the classroom and a description of effective teaching from the perspective of teacher characteristics rather than behaviors.

## CHAPTER EIGHT

### *Personnel*

### Administration

**94. Administrative Issues Of Higher Education Related National Service Programs As Perceived By The Program Directors Of The 1993 Summer Of Service (Americorps)**
Hostler, Barbara T. Leonard
(For Full Citation See 19)

**95. The Community Service Mission Of The Private Liberal Arts College: A Study At Albion College (Private Education, Michigan)**
Lelle, Mark Allen
(For Full Citation See 8)

**96. A Descriptive Study Of The Nature And Extent Of College/University Community Service Programs For Students Within The Illinois Institutions Of Higher Education (Community Service Programs)**
Mulholland, Sarah Jane
(For Full Citation See 30)

**97. Urging Students To Serve: Organizational Change In Three Universities (Public Service)**
Waring, Anna L.
*Adviser: Larry Cuban*
1995
Stanford University
240 Pages

This exploratory study investigated organizational change in universities by researching attempts to support student involvement in service at three schools noted for their commitment to service: Brown University, Georgetown University, and Stanford University. The study looked at three conceptions of change: planned change which suggests an intentional change; political/conflict change which suggests a change negotiated; and the environmental change which suggests environmental forces have caused change.

Results indicate that university presidents can play an important role in creating change, lending credence to a planned, intentional change. The environmental change was the weakest impetus for the change process as the organizational actors paid limited attention to the environment as they created and designed public service programs. Each of the universities had a unique culture that influenced the change process and resulted in different definitions of and programs for public and community service.

### Faculty

**98. An Analysis Of Practices In Academic Courses With A Service Learning Component At Institutions Of Higher Education (Community Service)**
Dutton, Lynn Rosebush
*Adviser: Edwin R. Bailey*
1993
University Of Missouri - Kansas City
225 Pages

The study describes and assesses current academic courses with a service-learning component in terms of national standards set by the Johnson Foundation at the Wingspread Conference of 1989. Faculty, students and agencies participating in a semester-long course with a service-learning component were surveyed using instruments developed by the researcher before and after the course.

Results suggest that agencies appeared to be adhering more closely to national standards than faculty. There was very little disagreement among faculty, students, and agency staff members about factors critical to the course or positive and negative aspects of the course. In both the surveys, faculty rated the quality of the course the highest although some faculty dissatisfaction was expressed in the survey following the course. Satisfaction with the service experience seemed to be a function of class size from the perspectives of both faculty and students.

**99. Community College Community Services/Continuing Education Directors: Competencies Needed For Future Leadership (Continuing Education Directors)**
Amunson, Dale Alan
*Adviser: Larry H. Ebbers*
1993
Iowa State University
195 Pages

This study identified and defined competencies for community college community services/continuing education directors. A review of literature was conducted and competencies identified through a three round Delphi process conducted by a team of nominated experts.

Results show that literature in community services/continuing education is not readily available. However, a set of 43 competencies has been developed for directors, which can be used to develop position descriptions for directors. Competencies could be the object of staff development activities and graduate courses for community college professionals.

**100. The Community Service And Adult Education Functions Of Urban Two-Year Colleges: Promising Programs In Response To Inner City Problems**
Battaglia, Peter Anthony
(For Full Citation See 25)

**101. Community Service-Learning As Empowering Pedagogy: Implications For Middle School Reform**
Seigel, Susan Ellen
(For Full Citation See 46)

**102. The Community Service Mission Of The Private Liberal Arts College: A Study At Albion College (Private Education, Michigan)**
Lelle, Mark Allen
(For Full Citation See 8)

**103. A Comparative Analysis Of Selected Criteria Used In Four-Year Colleges And Universities To Evaluate Teaching, Scholarship, Service, And Faculty Overall Performance**
Traylor, Cynthia F.
(For Full Citation See 28)

**104. Emancipatory Knowledge Construction In Teacher Education: Developing Critically Conscious Roles Through Metaphor And Service Learning (Race, Class, Gender, Ability)**
Vadeboncoeur, Jennifer Andrea
University Of Colorado At Boulder
1998
354 Pages

This study examined the extent to which seeds of critical consciousness developed in four preservice teachers as they constructed knowledge about teaching and learning over the course of three semesters. During that time, the preservice teachers were students of a Professional Seminar series that involved service-learning as a method for making connections between practical knowledge and teacher education content or academic knowledge (Vygotsky, 1978, 1986).

Results document changes in discourse, conceptual organization, and role elaboration as noted from interviews, course syllabi and requirements, and observations. The experiences of the preservice teachers were situated: (1) within the classroom context of the Professional Seminar series; (2) within the institutional context of a teacher education program emphasizing the social context of education; and (3) within the sociocultural context of teacher education reform.

**105. Experiential Education: The Butte Mentor Program**
Galvin, Karen Christie
(for full citation see 88)

**106. Faculty Perceptions Toward Service Learning Within A Large Public University**
Martin, Carolyn
*Adviser: Diane B. Hiatt*
1994
Pepperdine University
142 Pages

The study investigated the perceptions of university faculty of integrating service-learning with academic study. Female and male faculty members were surveyed via personal interviews adapted from the theory of reasoned action by Ajzen and Fishbein and subjected to a content analysis using two independent raters.

Results showed that 68 percent of the faculty engaged in service-learning activities. A 33 percent core group of faculty devoted ten to 20 percent of their coursework to service-learning activities. School/department affiliations are related to the use of service-learning. Departments of foreign language, economics, history, and psychology did not use service-learning; faculty from the departments of biology, chemistry, history, mathematics, geography, and physics declined participation in the interview process. Faculty devoting at least one percent of their coursework toward service-learning were from the departments of art, accounting and finance, anthropology, communications, criminal justice, elementary/bilingual education, health science, management, nursing, theater arts, public administration and physics. Results also revealed that women, faculty going through the retention, promotion and tenure process, most favored integrating service-learning with academic study.

**107. Fanning The Embers: Service-Learning At Catholic Colleges And Universities (Catholic Education)**
Bergkamp, Vicki
*Adviser: Katherine Egan*
1996
University Of St. Thomas (St. Paul)
177 Pages

This study investigated service-learning in institutions of Catholic higher education, particularly from the perspective of the faculty and staff working most closely in these programs. Data were collected during site visits at seven Catholic colleges/universities across the United States.

Results show that service-learning appears to be an integral part of the mission of Catholic colleges and universities, but it does not have popular or financial support within these institutions.

**108. How Seventh And Eighth-Grade Teachers Perceive Their Role As Moral Educators (Seventh Grade Teachers)**

Lanckton, Alice Keidan
(For Full Citation See 17)

**109. Integration Of Community Service With Academic Courses In Connecticut Institutions Of Higher Education**
Mandell, Nancy Ann
1995
The University Of Connecticut
154 Pages

This study investigated the extent and nature of academic related service activities in colleges and universities. A survey of Connecticut institutions of higher education collected information concerning service sites, populations served, types of services given, and other characteristics constituted the dependent variables examined in relation to the independent variables of institutional characteristics.

Results show no significant differences between the various types of institutions involved with service.

**110. Level Of Congruency That Exists Between Public Schools And Business And Industry As A Result Of Teacher Internships (School To Work, Partnerships)**
Houghton, Rosemarie S.
*Adviser: Lola Jackson*
1997
Wayne State University
189 Pages

This study investigated a potential link between schools and business as a result of teacher internships. The study attempted to determine if teacher internships in business result in a better application of the world of work in various areas of teaching. Surveys were sent to 185 teachers, administrators and counselors who participated in at least one internship from School-To-Work programs in Highland Park Community Schools, Macomb County or Wayne County Regional Educational Services Agency in Michigan.

Results show that there is a relationship between teacher-internships and translating workplace activities to students, personal self-confidence and growth. Transferring workplace activities to students depends on neither the length of the assignment nor gender. There is no difference between a self-selected or assigned or paid or unpaid internship in transferring workplace activities to students.

**111. The Process Of Integrating A Service Learning Program Into A Grades K-12 Curriculum At Elizabethtown Area School District: A Case Study (Pennsylvania)**
Limpert, Lynda Wenger
(For Full Citation See 72)

**112. Program Performance Indicators For Tech Prep: As Perceived By Tech Prep Coordinators (School To Work)**
Dunham, William Paul
(For Full Citation See 65)

**113. Public And Community Service Activities Of Faculty And Academic Staff Members At A Land-Grant Institution: A Study Of Michigan State University (Public Service)**
Arthur, Carolyn Lee
1991
Michigan State University
255 Pages

This study investigated the public service component of the Michigan State University's mission. It employed descriptive, relational, analytical and definitional questions to accomplish that purpose. A group of 3,531 subjects were surveyed, only 56% responded.

Results show the following: (1) Student involvement in both professional public and service-related activities rated lower than importance of involvement. (2) Perception of importance scores in both sections was stable regardless of independent variable. (3) Faculty and academic staff members' involvement in professional public and community service activities reflected their own values rather than those that dictated by the school.

**114. Status Of Experiential Learning Programs In Missouri High Schools--Analysis Of Factors Inhibiting Implementation**
Hampton, Bill R.
(For Full Citation See 91)

**115. To Feasts Of Life: A Phenomenological And Heuristic Study Of Experiential Education In The Classroom (Adventure Education, Effective Teaching)**
Allen, Joanna Woo
(for full citation see 93)

## CHAPTER NINE

### *Post-Secondary*

### Higher Education

**116. An Analysis And Description Of The School Counseling Component Of The Traverse Outreach Project (New Mexico, Service Learning)**
Arman, John Frederick
University Of New Mexico
1998
*Adviser: David Scherer*
146 Pages

This qualitative study examined the school counseling component of the Counselor Education Program at the University of New Mexico implemented the Traverse Outreach Project (TOP). Self-selected graduate students enrolled in the School Counseling course at the University of New Mexico were surveyed, kept a journal of their experiences, participated in two reflection groups during the semester, and interviewed at the end of their field experience.

Results show that although participants reportedly received supportive site supervision, they felt the site supervisors needed increased supervisory guidelines and expectations. Students felt that service-learning was an effective method of integrating the theory and practice of school counseling. The school counseling component of the TOP reportedly increased the participants' awareness of the realities of school counseling. Participants reported that they needed more time to process the field experiences.

**117. Crossing The Curriculum: Service Learning And Community Service In Humanities 414 (North Carolina)**
Ogg, Anne Brooke
*Adviser: Mark D. West*
1997
The University Of North Carolina At Asheville
76 Pages

This study investigated students in a world civilization course (University of North Carolina at Asheville's Humanities 414) to see if they felt they benefited through service-learning. Students were surveyed to determine satisfaction with the service component of Humanities 414, perceived relevance to the course material, and opinions on use of service for future classes required to take Humanities 414.

This thesis argues that a thoughtful service-learning component in the Humanities 414 is an effective learning tool and that such an experience is beneficial for all college students involved in humanities study. Results showed that students felt that the service-learning experience was personally beneficial.

**118. A Descriptive Study Of The Nature And Extent Of College/University Community Service Programs For Students Within The Illinois Institutions Of Higher Education (Community Service Programs)**
Mulholland, Sarah Jane
(For Full Citation See 30)

**119. The Effect Of Service Learning On Professional Development As Perceived By Students Attending Selected Accredited Interior Design Programs**
Thompson, Sandra Leigh Lambert
(For Full Citation See 57)

**120. Fanning The Embers: Service-Learning At Catholic Colleges And Universities (Catholic Education)**
Bergkamp, Vicki
(For Full Citation See 107)

**121. The Impact Of Cooperative Education And Clinical Training On The Work Ethic Of Community College Students (School To Work)**
Aultman, Sheida Cloer
*Adviser: Edgar I. Farmer*
1997
North Carolina State University
149 Pages

This study investigated the difference between the work ethic of college freshmen and graduates, and assessed the influence of work-based learning activities on the work ethic of students to determine if differences existed between student work ethic and the work ethic desired by employers. Subjects who all attended school or worked in Caldwell County, North Carolina, took the Occupational Work Ethic Inventory (OWEI) (Petty, 1991).

Results show that there are differences in the work ethic desired by employers and the work ethic possessed by students entering the workforce. Work-based learning activities had a positive impact on the work ethic of student participants. Specifically, students who had participated in cooperative education or clinical training had higher mean scores on all four dimensions of work ethic (dependable, ambitious, considerate, and cooperative) than any of the other student groups, they scored higher than employer expectations on three of the four dimensions of work ethic. The results indicate that work-based activities were vital to the development of relevant workplace attitudes, behaviors, and values.

**122. Moral Reasoning, Student Development, Reciprocity, And Quality Of Life In A Service Learning Experiment**
Greene, David Paul
1996
Colorado State University
193 Pages

This study examined the effects of two service-learning experiences by working with a convenience sample of occupational therapy undergraduates about the ability of service-learning to effect changes in students consistent with the development of core values viewed as important in ethical reasoning in occupational therapy.. Half of group visited older adults in nursing homes, and the other half interacted with individuals with disabilities in community settings.

Results showed that students involved in service-learning exhibited significant time-related increases in one measure of psychosocial development and in involvement in the service-learning process but not in level of moral reasoning. Awareness of the reciprocity of benefit from service-learning was established in students and their companions. Service-learning students in contrast to students of the non-service-learning comparison groups, demonstrated increased awareness of quality of life issues pertinent to aging individuals and individuals with disabilities.

**123. The New Jersey Youth Corps At Jersey City State College: A Case Study Of Urban Young Adult Dropouts In A Successful Second-Chance Program (Urban Education)**
Albornoz, Judith
(For Full Citation See 6)

**124. The Pedagogical Implications Of Curriculum-Based Service Learning For Student Development In Higher Education**
Weis, Roger Michael
*Adviser: Ed Sagan*
1995
University Of Kentucky
132

This study determined if significant gains in student development had been made by students in service-learning projects, if mentoring aided the process, and why students opted to participate in courses with a service component. Students at Murray State University in Kentucky enrolled in a course involving service-learning, were studied. The Student Developmental Task and Lifestyle Inventory (SDTLI) was selected to measure student development and the Community Service Survey was designed to measure student assessments and student motivation for service-learning.

Results indicate that students participated in service-learning to satisfy a personal need, to assist those who are in need, and to fulfill a social obligation. Student assessments deemed service-learning a positive experience for themselves and the community and indicated a propensity for participation in community service in the future. Students indicated mentors were supportive but results were mixed regarding the importance of mentors for the service-learning experience.

**125. Personal And Family Factors Related To Service-Learning In An Undergraduate Course On Diversity**
Zawacki, Kathleen G.
*Adviser: Esther E. Onaga*
1997
Michigan State University

This study explores the significance of selected personal and family factors in the decision of college students to engage in community service. Students from an undergraduate course on American diversity completed self-reported measures at the end of the course in 1995 and again two years later. Subjects were divided into three groups: Group 1, service-learning related to the course; Group 2, No Service; and Group 3, prior service not related to the course.

Results found that students who volunteer their time in service activities were more inclined to cooperate in a study related to the topic. They described how they cared about their environment and how they learned to care for others. Significant differences were found in ideological exploration for Groups 1 and 2 while the findings are equivocal for Group 3. Growth appears to be related to the community service experience, especially for students who volunteered for service. Results also showed that the Service Group represented two separate populations: One group who become attracted to community service to compensate for weaker attachments with their parents; and another group who become attracted to community service as a form of modeling civic responsibility learned from their parents. These findings suggest that incorporating service-learning activities within college courses can enhance learning.

**126. A Proposal For A Service-Learning Program At Mount St. Mary's College (Mount St. Mary's College, California)**
Wadsworth, Mari Biehle
*Advisers: Lynn G. Beck And James W. Trent*
1997
University Of California, Los Angeles
175 Pages

The intention of this project was to develop a model for a service-learning program at Mount St. Mary's College (MSMC). Service has been an aspect of

the MSMC mission since its founding in 1925. However, there has never been a structured learning dimension to accompany service activities. Literature from and visits of 17 colleges that have organized service-learning provide background for a model.

Results show that there is no one prototype for a service-learning program however, using what was gleaned from literature and site visits, the model proposed for MSMC discusses structure, staffing, funding and budget, learning component, faculty involvement, student involvement, risk management considerations, and emphasizes the importance of faculty involvement and institutional funding.

**127. The Relationship Of Service Learning And College Student Development**
Jordan, Kathryn Lee
(For Full Citation See 15)

**128. Second Language Acquisition And Cultural Understanding Through Service Learning In Higher Education: A Participatory Research Study**
Webster Hale, Aileen Alexandria
(For Full Citation See 58)

**129. Service-Learning And Citizenship: Is There A Connection?**
Kollross, Crystal Ann
(For full citation see 16)

**130. Service-Learning In 4-Year Public Colleges And Universities: Programs, Profiles, Problems, And Prospects (Four-Year Colleges, Public Education)**
Siscoe, Denita S.
*Adviser: Barry Lumsden*
1997
University Of North Texas
133 Pages

This study investigated the levels of involvement in service-learning programs and activities in four-year public colleges and universities in the Southern Association of Colleges and Schools (SACS). A modified version of the American Association of Community Colleges' 1995 Survey on Community Service and Service-Learning in Community Colleges and 1997 Survey on Service-Learning in Community Colleges was sent to 116 chief executive officers.

Results show that 47% institutions had service-learning programs on their campuses during 1996. The study investigated the profiles of these schools, programs, and the service-learning participants.

**131. The Socialization Of Medical Students In A Preventative Health Community Service Learning Experience**
Tarallo-Falk, Joellen
(for full citation see 7)

**132. Student Outcomes Of Community Service Learning: A Comparative Analysis Of Curriculum-Based And Non-Curriculum-Based Alternative Spring Break Programs**
Mcelhaney, Kellie Ann
(For Full Citation See 51)

**133. A Study Of The Effect Of A Volunteer Service Program At An Urban-Based Institution Of Higher Education On The Current Level Of Service Achieved By Alumni Who Had Participated In The Program (Urban Education)**
Smedick, William David
(For Full Citation See 40)

**134. Teaching Workplace Skills In The Curriculum: The Perceptions Of The Career Education Faculty At Three Community Colleges (School To Work)**
Witherspoon, Doris Yvonne
*Adviser: Roger De Mont*
1997
Wayne State University

This study surveyed community college career education faculty to determine their attitudes on teaching and integrating workplace skills into their curriculum. Results are based on a nonexperimental descriptive research design in which a survey of five questions based on SCANS workplace skills was developed.

Faculty seemed to feel teaching workplace skills was important, many included them in their classes. Workplace skills integration seemed to relate to educational level of faculty, career development methods, and career area of instructor. A relationship was not established between perceptions of the importance of workplace skills and frequency of skills taught. However, to prepare to teach the skills, occupational faculty must have on-going opportunities for professional development and opportunities to visit and interact with employers.

**135. Three Decades Of Service-Learning In Higher Education (1966-1996): The Contested Emergence Of An Organizational Field (Institutional Theory)**
Pollack, Seth Seader
*Adviser: Francisco Ramirez*
1997
Stanford University
256 Pages

This study followed three decades of service-learning and evaluated the extent to which service-learning emerged as a coherent organizational field, and a viable aspect of higher education's service mission.

Results outlined the development of service-learning in three stages: the formative period (1966-1970), the Early "Contra-Curricular" Era (1970-1982), when the internship program was the dominant paradigm, and the Current "Curricular-Integrated" Era (1983-present), when the "curricular-integrated service-learning course" dominates the activity.
The current era exhibits a much more heightened degree of field-level coherence demonstrated by the existence of an acknowledged core, peripheral actors, and a clearly articulated set of common definitions and principles.

**136. Transforming The "Empty Assignment Syndrome": A Study Of Rhetorical Contexts For Service Learning Composition Students**
Hall, Leanna Risley
(For Full Citation See 52)

**137. The Transition From Classroom To Community Contexts For Writing (Service Learning)**
Bacon, Nora Anne
(For Full Citation See 53)

**138. The Transition From High School To Work: A Longitudinal Nonlinear Multilevel Analysis (School To Work, Dropout)**
Goldschmidt, Peter Gordon
1997
University Of California, Los Angeles

This study addressed three questions: Do specific school traits play a large role in students' transition to life after high school? Do school characteristics mediate the effects of individual attributes associated with transition? What is the effect of work experience and job training in building human capital along these transition paths? Using the High School and Beyond survey to follow the sophomore class of 1980 for six years, this study employs logistic multilevel models to analyze the effects of pupil and school characteristics on the high school to work transition.

Results indicate that prior research generally understated the total effect schools have on the transition to work. Students' transition paths from high school to work significantly affect initial labor market outcomes. A school's influence is most substantial in early transition stages. Students from religious schools fare better than students from secular schools on several of the outcomes analyzed. Career placement centers tend to exacerbate individual risk factors associated with dropping out and generate no benefits to high school graduates in easing the transition from school to work. The effects of students working during school and job training play a significant role throughout the transition process. Work intensity increases the probability of dropping out of high school, decreases achievement, but increases initial labor market success. Extensive job training of students increases the probability of dropping out, yet increases the probability of returning to school, and increases initial labor market outcomes. For high school dropouts, extensive job training mitigates the negative consequences associated with lower educational attainment.

## Health Sciences

**139. A Case Study Of The Termination Of The Developing Community Service Program Within The College Of Health And Human Performance (Maryland)**
Cekic, Kathleen Anne
(For Full Citation See 23)

**140. Moral Reasoning, Student Development, Reciprocity, And Quality Of Life In A Service Learning Experiment**
Greene, David Paul
(For Full Citation See 122)

**141. The Socialization Of Medical Students In A Preventative Health Community Service Learning Experience**
Tarallo-Falk, Joellen
(For Full Citation See 7)

**142. Students' Perceptions Of Service Learning Participation In The College Of Health And Human Sciences At The University Of Southern Mississippi**
Blackwell, Ann Parker
*Advisers: Timothy Letzing And Jim Chambless*
1996
The University Of Mississippi
98 Pages

This study investigated students' perceptions of service-learning participation in the College of Health and Human Sciences at the University of Southern Mississippi. Students' perceptions were analyzed based on age, gender, school affiliation, and outside employment. Frequencies, percentages, and mean scores were tabulated from a survey given to students.

Results indicate strong support for service-learning participation with few significant differences based on age, gender, classification, school affiliation and outside employment.

## University Student Status

**143. Construction Of An Instrument To Assess The Service Learning Model: Establishing Concurrent Validity And Internal Reliability (Community Service)**
Payne, Christopher Anthony
(For Full Citation See 9)

## CHAPTER TEN

### *Effects*

### Impacts

**144. An Assessment Of Intended Outcomes And Perceived Effects Of Community Service-Learning Participation For College Students: "Striking A Chord In The Key Of C" (Community Service)**
Smith, Marilyn W.
(For Full Citation See 44)

**145. An Assessment Of Youth Development/Community Service Programs From Iowa Public School Superintendents' Perspectives (Community Service)**
Sallade, Charles Ronald
(For Full Citation See 22)

**146. A Case Study: The Integration Of Community Service Learning Into The Curriculum By An Interdisciplinary Team Of Teachers At An Urban Middle School**
Kinsley, Linda Carol
(For Full Citation See 45)

**147. Combining Service And Learning: The Relationship Between The Fidelity Of Implementation And Student Satisfaction**
Haddock, Dennis Lee
(For Full Citation See 81)

**148. Community Bound: An Inquiry Into A High School Class Striving To Be A Community Of Learners**
Burns, Barclay F.
*Adviser: D. Williams*
1995
Brigham Young
274 Pages

This study investigated the creation of a learning community as well as teacher and student perceptions of a community of learners, the Community Bound program, along with accompanying themes, analyses, and ideas which contribute to the creation of such a learning community.

Results show that the following themes should be considered when developing a community of learners: individuals, relationships, team teaching, structure and freedom, experiential education, service-learning, and "learning communities."

**149. Community Service And Identity Development In Adolescence (Volunteerism, Social Change)**
Yates, Miranda
(For Full Citation See 26)

**150. Community Service For Juvenile Offenders: An Experimental Evaluation**
Feis, Carolyn Little
1990
Michigan State University
302 Pages

This study describes an experimental evaluation of a community service restitution program for juvenile offenders. Ninety-four youth offenders were assigned to one of two categories: community service or traditional service. Subjects were assessed on measures of accountability, bonding to convention norms, bonding to delinquent norms, and self-esteem.

Results showed experimental youths showed more positive attitudes
toward community service over time while controls did not. Efforts to create typologies of youths to predict outcome were largely unsuccessful. Additional efforts to confirm a theoretical model of delinquency theory produced mixed findings. Expected results were not seen, perhaps due to a low level of service intensity, a short follow-up, inappropriate theory, small sample size, and the influence of social desirability on the intermediate outcome measures.

**151. Community Service-Learning As Empowering Pedagogy: Implications For Middle School Reform**
Seigel, Susan Ellen
(For Full Citation See 46)

**152. Construction Of An Instrument To Assess The Service Learning Model: Establishing Concurrent Validity And Internal Reliability (Community Service)**
Payne, Christopher Anthony
(For Full Citation See 9)

**153. Critical Leadership In Service Learning Classrooms**
Dorman, Adelle Kristine
(For Full Citation See 18)

**154. Crossing The Curriculum: Service Learning And Community Service In Humanities 414 (North Carolina)**
Ogg, Anne Brooke
(For Full Citation See 117)

**155. Csp Revisited: An Evaluation Of Juvenile Diversion (Community Service Programs Inc.)**
Polan, Susan Lori
(For Full Citation See 29)

**156. Cultural Pluralism And Civic Education: Service-Learning Capacities In Prejudice Reduction And Social Development**
Snyder, David Wayne
(For Full Citation See 10)

**157. Differences In Empathy Levels As A Function Of Volunteerism And Motivation To Volunteer**
Noble, Elizabeth Brooke
(For Full Citation See 31)

**158. The Effectiveness And Psychological Impact Of A High School Community Service Course (Adolescents)**
Graham, Shirley
*Adviser: Nicholas Blurton-Jones*
1995
University Of California, Los Angeles
145 Pages

This study investigated the effects of mandatory service-learning on students from a private high school in Los Angeles. Subjects were interviewed and asked to evaluate themselves before and after the experience.

Results did not show an expected increase in scores in altruism, empathy, and moral reasoning, nor a decrease in Machiavellianism scores. However, care-oriented morality increased for boys. The interviews revealed six distinct patterns of response to the prosocial experience: the Committed group had long-term commitments to certain causes; the Compensatory group had psychological difficulties who found self-validation through volunteering; the Instinctual group had strong parental models and considered volunteering a benefit to the self, not a sacrifice; the Convenience group were not highly committed; the Opportunistic group chose placements which benefited them materially; and the Distracted group had personal difficulties which precluded their ability to commit to volunteer work.

**159. Effects Of Community Service And Service Learning On Multidimensional Selfconcept Of Secondary School Students**
Ostheim, Phillis Quinn
(For Full Citation See 47)

**160. The Effects Of Community Service On The Self Esteem And Academic Performance Of At Risk Youth**
Bembry, James Xavier
(For Full Citation See 33)

**161. The Effects Of Implementing A Curriculum-Based Service Learning Program Incorporating A Choral Reading Model**
Jaffe, Hildy
(For Full Citation See 59)

**162. The Effects Of Required Community Service On The Process Of Developing Responsibility In Suburban Youth**
Williams, Robert M.
*Adviser: L. James Walter*
1993
The University Of Nebraska – Lincoln
170 Pages

This study investigated the effects of mandatory community service on adolescents' attitudes toward being personally and socially responsible and identified program variables and practices that were most effective in facilitating student development. Subjects were surveyed using two sections of the Experiential Educational Questionnaire (Conrad and Hedin) and the Social and Personal Responsibility Scale (SPRS). The importance of various aspects of the students' community service was measured by the Characteristics of a Community Experience Checklist Scale.

Results show no difference in attitudes towards social and personal responsibility between students who participated in the required 10 hours of community experiential program and those students who did not participate. However, students involved in mandatory community service for more than 10 hours demonstrated significant gains in their attitudes toward personal and social responsibility. The effects of required service did not significantly differ from the effects of voluntary service.

**163. Effects Of School Based Community Service Programs On Students' Perceptions Of Social And Personal Responsibilities**
Bogle, Deborah Sue Confer
(For Full Citation See 34)

**164. An Empirical Examination Of The Importance Of The Reflective Component Of An Experiential Education Program: Magic Me**
Templeton, Nancy Sue
(For Full Citation See 78)

**165. Empowering Middle And High School Students Towards Personal And Social Responsibility Through Experiential Education Practices**
Johann, Christine Marie
(For Full Citation See 12)

**166. Evaluating An Experiential Education Program With Middle-School Students (Earth Shuttle)**
Livingstone, Kathleen L.
1994
Boston University

This study evaluated an experiential education program with middle school students by

determining what students learned as result of an extended field trip to EPCOT center, magic kingdom, MGM studios, and Kennedy space center as part of a program called Eagle Shuttle. Pre- and post-trip interviews, pre- and post-tests of attitudes towards learning, reflective notes, on-site observations, and discussions provided appropriate data.

The qualitative results of the study indicated that the students learned socially, although there is no clear evidence of academic learning. Socially, they learned valuable lessons in group and society dynamics.

**167. Experiential Education As A Rite Of Passage For Urban Adolescents**
Shaw, Mark Mckenzie
(For Full Citation See 79)

**168. An Experiential Education Intervention For At-Risk Youth In The Eagle County School District (Colorado, At Risk)**
Kleiber, Larry Charles
(For Full Citation See 69)

**169. Factors Related To Community Service Satisfaction In Iowa**
Ge, Qinqin
(For Full Citation See 2)

**170. Going Back To Square One: Embracing Experiential Education As An Integral Part Of The Core Curriculum**
Cimino-Hurt, Lynn A.
(For Full Citation See 89)

**171. The Impact Of Service-Learning On Moral Development And Self-Esteem Of Community College Ethics Students**
Cram, Stanley Bruce
(For Full Citation See 80)

**172. The Influences Of Mandatory Service Learning On The Attitudes Toward Political Involvement Of A Selected Group Of Secondary School Students**
Davidson, Marjorie Lynn
(For Full Citation See 36)

**173. Moral Reasoning, Student Development, Reciprocity, And Quality Of Life In A Service Learning Experiment**
Greene, David Paul
(For Full Citation See 122)

**174. The New Jersey Youth Corps At Jersey City State College: A Case Study Of Urban Young Adult Dropouts In A Successful Second-Chance Program (Urban Education)**
Albornoz, Judith
(For Full Citation See 6)

**175. Organizational Context And Young Adult Education In An Urban Service Corps (Wisconsin Conservation Corps, School To Work)**
Pence, Robert Austin
(For Full Citation See 90)

**176. The Pedagogical Implications Of Curriculum-Based Service Learning For Student Development In Higher Education**
Weis, Roger Michael
(For Full Citation See 124)

**177. Personal And Family Factors Related To Service-Learning In An Undergraduate Course On Diversity**
Zawacki, Kathleen G.
(For Full Citation See 125)

**178. The Politics Of Life Cycles: Service As A Rite Of Passage To Adult Citizenship (Youth Service)**
Dolan, Timothy Emmett
(For Full Citation See 14)

**179. Re-Engineering A Movement: Reclaiming Youth At Risk. An Assessment Of Selected Outcomes Of Community Service Learning Experiences In An Urban High School (Service Learning, Urban Education)**
Williams, Frances D. Mcconnell
*Adviser: Frederick A. Rodgers*
1997
University Of Illinois At Urbana-Champaign

This study evaluated the experience of 150 urban high school students who participated in a service-learning program; clarified the outcomes of service-learning participation for students; and realized the possible impact service experiences had on high school students.

Results indicate that students who were involved in the experiential community service-learning program demonstrated significant, positive gains in the following areas: planning and career exploration behaviors, responsive attitudes toward others, competence to act upon the feeling of concern for others, feelings of self-esteem and personal adequacy in social situations, and school attendance and acceptable school behaviors.

**180. Reflection In Action: A Practitioner's Study Of Four High School Students' Experience In Community Service (Experiential Education)**
Gross, Mara Beth
*Adviser: Ellen C. Lagemann*
1991
Columbia University Teachers College
214 Pages

This study closely examines the experience of four participants in the Community School Service Program at Central Park East Secondary School, a public school located in Manhattan. The data for the study, a participant-observation study, were collected by observing and interviewing four students in the Community School Service Program during the 1988-1989 school year.

Results show five major themes emerging about the service experience: (1) service frequently made students feel good about themselves; (2) service introduced the students to the world outside school and family life; (3) service placed these adolescents in situations where they were depended upon; (4) through service the students met new people and learned lifestyles and world views; and (5) service frequently provided students with opportunities to be successful. Recommendations and suggestions were made to enrich the student's service experience: (1) provide more opportunities for discussion, (2) integrate service into the classroom curriculum, and (3) develop a more intensive program for one year more closely linked to class lessons, rather a diffused four year approach.

**181. The Role Of Paraprofessionals In Effective Transition Programs (Youth, Disabilities, School To Work)**
Wallace, Teresa Lee
(For Full Citation See 63)

**182. School-Based Community Service: A Descriptive Analysis Of Four High School Programs (Voluntarism)**
Procter, David Richard
(For Full Citation See 38)

**183. Second Language Acquisition And Cultural Understanding Through Service Learning In Higher Education: A Participatory Research Study**
Webster Hale, Aileen Alexandria
(For A Narrative See 58)

**184. Select Changes In High School Students' Self-Esteem And Attitudes Toward Their School And Community By Their Participation In Service Learning Activities At A Rocky Mountain High School**
Krug, James Leonard
(For Full Citation See 50)

**185. Self-Perceived Youth Leadership Life Skills Development Among Iowa 4-H Members (Leadership)**
Morris, John Charles
*Adviser: Alan A. Kahler*
1996
Iowa State

This study investigated relationships between youth leadership life skills development and 4-H activity participation in senior Iowa 4-H members. Four hundred Iowa senior 4-H club members, ages 14 through 18, were surveyed on the Youth Leadership Life Skills Development Scale, 4-H activity participation, and achievement expectancy.

Results show that the following activities were most helpful in teaching leadership life skills (in rank order): holding office, teaching younger members, exhibiting projects at fairs, educational presentations, livestock shows, community service projects, serving as committee members, and judging contests. Iowa senior 4-H club members participated in an average of 11 different 4-H activities. Iowa 4-H members showed a moderate increase in leadership life skills development from their participation in 4-H, although subjects felt school played a larger role in the development.

**186. Service-Learning And Citizenship: Is There A Connection?**
Kollross, Crystal Ann
(For Full Citation See 16)

**187. Service Learning And Urban Schools: A Method For Developing Attitudes Reflective Of Social Responsibility**
Price, Julianne
1995
Michigan State University
41 pages

This study investigated the development of attitudes that reflect social responsibility in a service-learning project. Data were gathered through journals of 13 college students participating in service-learning projects at two urban elementary schools.

Five recurring attitudes were identified in the study: the importance of participation, social structural understanding, making a difference, empathetic understanding, and continuing community service. Students who felt it was important to participate also felt that they were making a difference. There was a moderate relationship between empathetic understanding and social structural understanding, and a moderate relationship between the importance of participation and continuing community service.

**188. The Socialization Of Medical Students In A Preventative Health Community Service Learning Experience**
Tarallo-Falk, Joellen
(For Full Citation See 7)

**189. Social-Psychological Benefits Of Voluntary Work: The Impact Of Participation In Political**

**Activism, Community Service Work, And Volunteering On Individual Well-Being**
Van Willigen, Marieke Minke
(For Full Citation See 39)

**190. Stakeholder Perceptions And School Descriptions As A Backward Map Of The 1995-1996 Effort To Implement School To Work Policy In Upstate New York**
Recesso, Arthur M.
1998
State University Of New York At Albany
156 Pages

This study examined the Federal School to Work Opportunities Act of 1994 and its implementation in 47 school districts as part of a consortium during the 1995-96 school year. Specifically, the study looked at the effect on a school in a consortium agreement to abide by federal or state policies and compared local stakeholders' perception of a high school with good experiences with school-to-work with a high school with ambivalent experience with school-to-work.

This study found that variation between federal intent and local adaptation is explained by different characteristics of each high school and perceptions of stakeholders. School-to-work policy implementation, perceived by the high school administrator as a stakeholder, varied significantly by high school student performance, environment in which the high school operates, and level of technology implementation in the high school.

**191. Students' Perceptions Of Service Learning Participation In The College Of Health And Human Sciences At The University Of Southern Mississippi**
Blackwell, Ann Parker
(For Full Citation See 142)

**192. A Study Of The Effect Of A Volunteer Service Program At An Urban-Based Institution Of Higher Education On The Current Level Of Service Achieved By Alumni Who Had Participated In The Program (Urban Education)**
Smedick, William David
(For Full Citation See 40)

**193. A Study Of The Relationship Of Student Cocurricular Activity, Intensity Of Involvement And Other Selected Variables To Attitude And Estimated Behavior Toward Community Involvement Among Community College Students**
Eklund-Leen, Susan Jane
(For Full Citation See 41)

**194. Three Decades Of Service-Learning In Higher Education (1966-1996): The Contested Emergence Of An Organizational Field (Institutional Theory)**
Pollack, Seth Seader
(For Full Citation See 135)

**195. To Feasts Of Life: A Phenomenological And Heuristic Study Of Experiential Education In The Classroom (Adventure Education, Effective Teaching)**
Allen, Joanna Woo
(For Full Citation See 93)

**196. Transforming The "Empty Assignment Syndrome": A Study Of Rhetorical Contexts For Service Learning Composition Students**
Hall, Leanna Risley
(For Full Citation See 52)

**197. The Transition From High School To Work: A Longitudinal Nonlinear Multilevel Analysis (School To Work, Dropout)**
Goldschmidt, Peter Gordon
(For Full Citation See 138)

**198. Understanding College Age Volunteers' Behavior (Tutoring, Motivation)**
Rosenbaum, Victoria Mekosh
(For Full Citation See 42)

**199. Voices Of Personal Growth: High School Girls Respond To Community Service And Learning**
Mauricio, Colleen L.
(For Full Citation See 43)

## Organizational Change

**200. Urging Students To Serve: Organizational Change In Three Universities (Public Service)**
Waring, Anna L.
(For Full Citation See 97)

## CHAPTER ELEVEN

### *Cross-Age Studies*

### Intergenerational

**201. The Effects Of Community Service On The Self Esteem And Academic Performance Of At Risk Youth**
Bembry, James Xavier
(For Full Citation See 33)

**202. Senior Citizen Involvement As Part Of A Functional School Community (Intergenerational, Adult Learning)**
Fini, Diane Elizabeth
(For Full Citation See 5)

### Mentoring

**203. The Pedagogical Implications Of Curriculum-Based Service Learning For Student Development In Higher Education**
Weis, Roger Michael
(For Full Citation See 124)

### Peer

**204. Peer Education: A Case Study In County-Wide Networking Of School-Based Peer Helping Programs And Community Service Agencies**
Bianconi, Adrian Mark
(For Full Citation See 37)

## CHAPTER TWELVE

## *Formal Schooling*

### K-12

**205. Service And Learning: The Relationship Between The Fidelity Of Implementation And Student Satisfaction**
Haddock, Dennis Lee
(For Full Citation See 81)

**206. Critical Leadership In Service Learning Classrooms**
Dorman, Adelle Kristine
(For Full Citation See 18)

**207. The Effectiveness Of The Assessment Of Learning Outcomes Of Students In Experiential Learning Programs**
Davis, Donald Raymond
(For Full Citation See 64)

**208. Parent/Guardian(S) Perceptions Of Career Awareness, Career Exploration And Comunity-Based-Learning (School To Work)**
Stanger, Brett Wilson
*Adviser: John Dirkx*
1997
Michigan State University
183 Pages

This study identified parent and guardian views on school-to-work programs, career awareness, career exploration, and community-based-learning. Parental influence on children and on school boards can have major implications for determining funding and curriculum support at the local level. A self-report questionnaire was sent to parent and guardians of junior high and middle school and high school students from five school districts in the State of Michigan.

Results indicate that parents and guardians who responded were very supportive of school-to-work initiatives. Gender and level of education of the respondent, age of the child, gender of the child, and parent/guardians' expectations for educational attainment of the child were not associated with those perceptions. The results indicate that parents would support school-to-work initiatives in their school districts.

**209. The Process Of Integrating A Service Learning Program Into A Grades K-12 Curriculum At Elizabethtown Area School District: A Case Study (Pennsylvania)**
Limpert, Lynda Wenger
(For Full Citation See 72)

**210. Self-Perceived Youth Leadership Life Skills Development Among Iowa 4-H Members (Leadership)**
Morris, John Charles
(for full citation see 185)

**211. Subject-Matter Achievement Of Middle School Students**
Dewsbury-White, Kathryn Ellen
(For Full Citation See 55)

**212. Teaching History In A Museum Setting Using A Service-Learning Experience**
Kowalski, Ann Nickerson
(For Full Citation See 54)

**213. To Feasts Of Life: A Phenomenological And Heuristic Study Of Experiential Education In The Classroom (Adventure Education, Effective Teaching)**
Allen, Joanna Woo
(for full citation see 93)

### Secondary School

**214. Community Bound: An Inquiry Into A High School Class Striving To Be A Community Of Learners**
Burns, Barclay F.
(For Full Citation See 148)

**215. A Descriptive Study Of Selected High School Service-Learning Programs In California**
Harris, Michael Albert
Ed.D.
1995
Pepperdine University
271 Pages

This descriptive study presents service-learning as a solution to problems in education today including lower achievement, increasing discipline problems, personal and emotional struggles and a decline in participation in the community. Nine high school service-learning programs are profiled using descriptions gleaned from the proposals each program prepared for submission to the California Department of Education. Additional information is provided by the interviews with the directors of six programs that have been operational for at least one year.

Results support the conclusion that service-learning programs have a positive effect on the intellectual, social, and psychological development of the participants. Students experience a heightened sense of personal and social responsibility, more positive attitudes toward adults and others, enhanced self-esteem, growth in moral and ego development, and the development of skills which will help them live and work more happily, effectively and successfully. Students involved in

service-learning become more aware of the needs of those around them and become more committed to using their time and talent to make a positive difference in their communities.

**216. Experiential Education As A Rite Of Passage For Urban Adolescents**
Shaw, Mark Mckenzie
(For Full Citation See 79)

**217. Experiential Education Techniques And Procedures Applied To Secondary School Archaeological Study Tours**
Rinker, David Bruce
(For Full Citation See 87)

**218. The Influences Of Mandatory Service Learning On The Attitudes Toward Political Involvement Of A Selected Group Of Secondary School Students**
Davidson, Marjorie Lynn
(For Full Citation See 36)

**219. Reflection In Action: A Practitioner's Study Of Four High School Students' Experience In Community Service (Experiential Education)**
Gross, Mara Beth
(For Full Citation See 180)

**220. A Qualitative Case Study Of A High School Sorority Focused On Community Service Learning Activities To Enhance Self-Esteem**
Brown, Norma Fair
(For Full Citation See 49)

**220b. School-Sponsored Service Programs And The Educational Development Of High School Students**
Furco, Andrew
*Adviser: Patricia Cross*
1997
University Of California, Berkeley

The study examined differences in educational outcomes between students who performed service and those who did not. This study utilized 11 instruments and protocols designed to measure high school students' development in six educational domains: academic, career, ethical, social, personal, and civic development.

Results show that student attitudes across the six domains, were significantly higher for the service group than for the no service group. However, the effect sizes within each domain were small and the domain reliabilities of the survey were low. Qualitative analyses, based on additional data from students, teachers, and community agency representatives also found discernible differences in outcomes between students who performed service and students who did not. The qualitative analysis revealed that for each of the six educational domains, the service group data tended to contain more elaborate and profound discussions about student development than did data from the no service group. The study also compared the outcomes of students participating in different types of service programs--community service, service-learning, and internship.

**221. Select Changes In High School Students' Self-Esteem And Attitudes Toward Their School And Community By Their Participation In Service Learning Activities At A Rocky Mountain High School**
Krug, James Leonard
(For Full Citation See 50)

**222. Status Of Experiential Learning Programs In Missouri High Schools--Analysis Of Factors Inhibiting Implementation**
Hampton, Bill R.
(For Full Citation See 91)

**223. A Study Of Experiential Learning And Its Application To Secondary Schools Of North Dakota**
Zielinski, Norman R.
(For Full Citation See 92)

## CHAPTER THIRTEEN

## *Literature Reviews*

### General Issues

**224. Dissemination Of Critical Approaches To Work Education (School To Work, Public Education)**
Lyall, Victoria Lynn
*Adviser: David L. Clark*
1997
The University Of North Carolina At Chapel Hill
118 Pages

This study reviewed literature on school-to-work (STW) and summarized it based on a dichotomy drawn from prior research: STW transition approaches relying on human capital theory and STW approaches relying on critical theory. The literature reviews led to an article for an education trade publication. That article drew attention and comments from the field and evolved into a new article.

The study concluded that future dissemination attempts must rely on practitioners' commitment to the underlying values of critical theory as a motivation for reform.

**225. The Politics Of Life Cycles: Service As A Rite Of Passage To Adult Citizenship (Youth Service)**
Dolan, Timothy Emmett
(For Full Citation See 14)

**226. Reducing Student Debt Burden In The 1990s: Developing A Role Model For A Youth Service Corps**
Greene, Gene Francis
(For Full Citation See 21)

**227. An Assessment Of Youth Development/Community Service Programs From Iowa Public School Superintendents' Perspectives (Community Service)**
Sallade, Charles Ronald
(For Full Citation See 22)

**228. Experiential Education: The Butte Mentor Program**
Galvin, Karen Christie
(For Full Citation See 88)

**229. Going Back To Square One: Embracing Experiential Education As An Integral Part Of The Core Curriculum**
Cimino-Hurt, Lynn A.
(For Full Citation See 89)

**230. The Humanities As Components Of Community Service Programs In Selected Community Colleges In Southern California.**
Fay, Josephine M.
(For Full Citation See 56)

**231. Reducing Student Debt Burden In The 1990s: Developing A Role Model For A Youth Service Corps**
Greene, Gene Francis
(For Full Citation See 21)

**232. Service-Learning And The Law: An Analysis**
Austin, Bernardien Baranowski
Loyola University Of Chicago
1998
Pages 120

This study reviews the legal status of students enrolled in service-learning programs which are mandatory for a diploma or four-year degree. The effects of negligence, school codes, federal labor laws, worker compensation determinations and volunteer status on service-learners is examined.

Results discuss mandatory service and secondary schools insurance, waivers and risk management.

**233. Service-Learning In 4-Year Public Colleges And Universities: Programs, Profiles, Problems, And Prospects (Four Year Colleges, Public Education)**
Siscoe, Denita S.
(For Full Citation See 130)

**234. Status Of Experiential Learning Programs In Missouri High Schools--Analysis Of Factors Inhibiting Implementation**
Hampton, Bill R.
(For Full Citation See 91)

### Mandatory Service

**235. An Analysis Of Quest High School As A Model Of Progressive Education (Texas)**
Kohn, Lawrence Yale
1995
University Of Houston
188 Pages

This study investigated an alternative high school program. The program, Quest is a part of the Humble Independent School District, in Humble, Texas. Its progressive approach includes a mandatory service component where students must perform thirty hours of community service each and forty hours of wellness each semester.

This qualitative study analyzes the rationale and history of such a program, curriculum design and instruction, assessment, effectiveness of the

program in its initial stage, the problems encountered, and what the future holds for Quest High School, its students, and its faculty.

**236. The College Student Community Service Volunteer: High School Program, Locus Of Control And Field Dependence-Independence (Field Dependence)**
Fitzgerald, Timothy Michael
(For Full Citation See 24)

**237. Community Service And Identity Development In Adolescence (Volunteerism, Social Change)**
Yates, Miranda
(For Full Citation See 26)

**238. Effects Of Community Service And Service Learning On Multidimensional Selfconcept Of Secondary School Students**
Ostheim, Phillis Quinn
(For Full Citation See 47)

**239. The Effects Of Required Community Service On The Process Of Developing Responsibility In Suburban Youth**
Williams, Robert M.
(For Full Citation See 162)

**240. The Influences Of Mandatory Service Learning On The Attitudes Toward Political Involvement Of A Selected Group Of Secondary School Students**
Davidson, Marjorie Lynn
(For Full Citation See 36)

## CHAPTER FOURTEEN

### *Employment-Related Topics*

### School-To-Work

**241. The Development And Implementation Of A School-To-Work Apprenticeship Model At A Technical Career Center.**
Kraft, James A.
1995
Nova Southeastern University
219 Pages

This study explored how a business and education partnership model addressed a shortage of local, qualified, entry-level, technically skilled workers through Pennsylvania Youth Apprenticeship Program (PYAP), a school-to-work apprenticeship program at the North Montco Technical Career Center in Lansdale, Pennsylvania.

Results indicate that the 1994 placement rate of PYAP graduates either employed in a field related to their training or furthering their education was increased by 40 percent over the traditional program graduate rate of 60 percent. The 1994-95 first-semester school absence average of 2 days for PYAP students was 187 percent less than the average 5.7 days for traditional program students. The 1993-94 through 1994-95 PYAP enrollment increased 425 percent compared to the traditional program enrollment increase of 25 percent.

**242. Dissemination Of Critical Approaches To Work Education (School To Work, Public Education)**
Lyall, Victoria Lynn
(For Full Citation See 224)

**243. The Impact Of Cooperative Education And Clinical Training On The Work Ethic Of Community College Students (School To Work)**
Aultman, Shelda Cloer
(For Full Citation See 121)

**244.Level Of Congruency That Exists Between Public Schools And Business And Industry As A Result Of Teacher Internships (School To Work, Partnerships)**
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**294. A Profile Of Service Learning Programs In South Carolina And Their Responsiveness To The National Priorities**
Gibson Carter, Mary Kathryn
*Adviser: H. Larry Winecoff*
Ed.D.
1995
University Of South Carolina
161 Pages

This study investigated service-learning in South Carolina. The study included: number of students participating and hours spent on programs; explored the relationship between program coordinator and the degree to which service-learning is practiced; and determined how these activities respond to the national priorities of meeting critical educational, human, public safety, and environmental needs. The study used questionnaires and interviews to investigate public schools funded in FY93 with Serve America and FY94 with Learn and Serve America money.

Results show 39.51% of the programs have service-learning integrated into the academic curriculum, 18.52% offer Service-Learning as a separate course, and 41.98% stress co-curricular activities. Ethnographic data indicate that teacher-initiated programs involved fewer teachers than programs initiated by building-level administrators or district office administrators. Most service-learning projects addressed national priorities in the following order: educational needs followed by human, environmental, and public safety needs. A total of 12,967 students participated in service-learning projects during the study totaling 161,791 hours of volunteer service. The average program involved 160 students. Noted benefits of service-learning show students becoming "experts" in their specific area of service, getting more respect from their peers. A review of the foundations of service-learning is included along with a discussion of how to institutionalize service-learning and a recommendation for revising the Service Learning continuum developed by Conrad and Hedin in 1989.

**295. Public And Community Service Activities Of Faculty And Academic Staff Members At A Land-Grant Institution: A Study Of Michigan State University (Public Service)**
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Williams, Frances D. Mcconnell
(For Full Citation See 179)

**298. The Relationship Of Community Service Learning To Developing Mature Interpersonal Relationships In A Sample Of University Students**
Mcgill, Joseph Christopher
*Adviser: Bernard Hodinko*
1992
The American University
137 Pages

This study investigated university student involvement in community service using the Community Service Involvement Inventory Format-II as a correlate to the developmental task, as defined on and assessed by the Student Developmental Task and Lifestyle Inventory (SDTLI). One hundred and four seniors at the University of Redlands, California, were used to test two hypotheses. One hyphothesis assumed a significant relationship between mature interpersonal relationships (MIR) and student involvement in community service, the other assumed that such a relationship exists between MIR and students' perception of the extent to which community service contributed to their developing mature interpersonal relationships.

Results suggest that service-learning positively affected the development of MIR in the sample of undergraduate students, and that the total hours of involvement in service-learning, and the perception of the extent to which community service contributed to their developing MIR, as defined by the MIR task on the SDTLI. University faculty, administrators, and others working in the area of community service-learning should acknowledge the importance of community service-learning to student development and integrate service-learning into instructional programs and services.

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## Incarceration

**312. CSP Revisited: An Evaluation Of Juvenile Diversion (Community Service Programs Inc.)**
Polan, Susan Lor
(For Full Citation See 29)

**313. An Evaluation Of Community Service Programs In Prince William County (Virginia)**
Gantt, Robert Bruce
*Adviser: J. Sherwood Williams*
1996
Virginia Commonwealth University
90 Pages

This study investigated the deterring effects of Community Service Programs on offenders assigned to those programs in Prince William County. Two hundred offenders (half of which had been arrested within two years of participating in a community service program) were studied to examine recidivism rates of offenders for two years after completion of community service. Recidivism rates were analyzed to determine what types of offenders were not effectively deterred from criminal activity by the program.

Results show that offenders who were issued a capias (re-arrest order) had a recidivism rate of 63.3 percent. It was also found that property offenders had the lowest recidivism rate with drug offenders' rate slightly higher, and violent offenders the highest.

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